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REPORT

OF

THE COMMITTEE OF COUNCIL  
ON EDUCATION;

WITH

APPENDIX.

1861-62.

Presented to both Houses of Parliament by Command of Her Majesty.



LONDON:

PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE, *W*

PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

FOR HER MAJESTY'S STATIONERY OFFICE.

1862.





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# THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION  
TO THE QUEEN'S MOST EXCELLENT MAJESTY IN  
COUNCIL,

For the Year 1861.

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MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of our proceedings during the past year for the promotion of education among the labouring and other poorer classes of Your Majesty's subjects in Great Britain.

During the year 1861, as compared with 1860, the number of schools, or of departments of schools under separate teachers, which were actually inspected, was increased by 497, and the number of children by 65,758; the number of pupil-teachers by 742; of certificated teachers, by 987; of students in training to become schoolmasters and schoolmistresses, by 43; capitation grants were paid on 54,220 more children; 206 new school-houses were built, comprising (besides class-rooms) 335 principal school-rooms and 185 dwellings for teachers; 135 other schools were enlarged, improved, or furnished afresh; accommodation was created for 47,103 children, exclusive of the schools improved or newly furnished, but not enlarged.

During 1861, sixty inspectors, including twenty-four\* assistant inspectors, were employed in visiting schools and in holding examinations. They visited 10,900 daily schools or departments of such schools under separate teachers. They found

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\* One assistant-inspector, since resigned from illness, was actively employed during three months only.

present in them 1,028,690 children ; 8,069 certificated teachers ; and 15,498 apprentices. Of the schools or departments, 2,281 were for boys only ; 2,260 for girls only ; in 4,739 boys and girls were instructed together ; 1,620 were confined to infants (children under seven years of age). Of the children, 566,333 were males, and 462,357 were females. The preponderance in number of the schools for children of both sexes over separate schools arises from the fact that this organization is almost universal among the Presbyterian schools in Scotland, and prevails largely among the schools of Protestant Dissenters in England and Wales ; not to mention that it is necessarily adopted in many parts of the country, when the means to maintain two teachers are wanting. The inspectors also visited 39 separate training colleges, occupied by 2,869 students in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2,782 other candidates were simultaneously examined for the end of the first, second, or third years of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 442 schools for pauper children, containing 32,481 inmates,\* and 58 ragged or industrial schools, containing 4,411 inmates.†

Our attention since the date of our last Report to Your Majesty has been earnestly directed to the Report made by the Commissioners whom Your Majesty appointed in 1858 to inquire into the state of education in England. Several of the recommendations of the Commissioners cannot be adopted without legislation ; others lie within reach of such adminis-

\* One hundred and five workhouse schools were inspected more than once within the year. The number 32,481 *includes all* the children who were present on each occasion. But 4,883 children were present in the schools visited more than once. Some of these children, therefore, are counted *more than once* in the total number. This is not the case with the number 1,028,690 in daily schools.

† Of these—

2,901 were in ragged and other similar schools receiving the same grants as are made to common elementary day schools with industrial departments.

1,510 were in industrial schools certified under one or other of the Acts 17 & 18 Vict. c. 74, or 20 & 21 Vict. c. 48. Of this number 308 were received under magisterial sentence; the rest at the discretion of the managers.

4,411



trative rules as have been from time to time embodied in the Minutes of our Committee. To these latter recommendations we considered it to be our immediate duty to apply ourselves. As the result of our deliberations, we proposed a Revised Code of Minutes and Regulations, and submitted it to Parliament at the end of the last Session. During the recess, and in the present Session, the provisions of this Code have undergone protracted discussion, and have been considerably modified in consequence; we append the Code in its present form to our Report.

The principal recommendations of the Commissioners which we endeavoured to meet were,—

1. That grants should be expressly apportioned upon the examination of individual children.
2. That means should be taken for reaching more rapidly the places not hitherto aided with the money voted for public education.
3. That the administration of the grants should be simplified, not merely as regards the office work of clerks, but in the much larger and more important sense of withdrawing Your Majesty's Government from direct financial interference between the managers and teachers of schools.

We believe that our measures will be found to answer each of these objects. The Report of the Commissioners, and the subsequent discussions, have sufficiently explained the importance of them. Their effect during the current year will be confined to the admission of new pupil-teachers, and to schools which have not applied for annual grants before 30th June 1862. We shall have the benefit, therefore, of an experiment upon a limited scale, in devising the administrative measures needed for the complete operation of the new system after 30th June 1863.

We cannot admit the justice of the charge which has been made against our measures that, by overthrowing the system hitherto in force, we have condemned our predecessors and ourselves. Had such been our inclination, we could have followed it only by overruling the judgment of the Royal Commissioners, who propose to retain all the old organization

of inspection (p. 342), and of certificated and pupil teachers (p. 329), and who acknowledge in the strongest terms the good which such inspectors (p. 229), and schools under such teachers (pp. 103, 149, 155, 273-6), have done, and may be made still more capable of doing (pp. 156-7).

The system which the Commissioners thus commend is retained in the Revised Code. Each school that is aided must still be under a certificated teacher; must have, if its numbers exceed a certain limit, pupil or assistant teachers of the same kind as were required by the former Minutes; and must satisfy the inspector.

The training of teachers for their profession, and the maintenance of the institutions now existing for that purpose, is also engaging our serious attention.

While making a certificated teacher a condition of annual grants, we have provided for the granting of certificates to younger and humbler classes of candidates for service in small schools; and we are engaged at the present time in revising the subjects wherein teachers are required to be examined. Teachers' certificates do not constitute the monopoly of a class. They have never been confined either to former pupil-teachers or to students trained in normal schools (Code of 1860). Any teachers whatever, who have obtained two favourable reports by the inspector upon their schools, may be presented by their employers as candidates (Revised code, Articles 71-2). Such certificates rest upon the same justification as diplomas in other callings where the whole of good or bad service cannot at once appear.

We regret that our first proposal to examine children for grants according to their age had to be withdrawn. We cannot think that the opposition which this measure, adopted upon the recommendation of the Royal Commissioners (p. 332), encountered, rested upon good grounds. The school itself, for the purpose of instruction, must of course have continued to be organized according to proficiency; but age and proficiency coincide, in fact, far oftener than not. The change of arrangement for examination (supposing such a change to be necessary, which it is not) would have been partial only. The reason for examining according to age was this: the



amount of proficiency required by Standard VI represents the minimum of book instruction which can be put to practical use in life. Less than this is almost sure to be forgotten, because it cannot be used with pleasure or profit. It would have been no small advantage in a school to fix the attention of managers, teachers, and parents upon those scholars who were disproportionately backward for their age. It was said that teachers would attend to those scholars only who were likely to pass. Admit this to be so; yet, the more passed, the larger would have been the grant; the more were neglected as desperate, the less would have been earned. We have been frequently advised to substitute the stimulus of higher payments for examinations passed according to the higher standards. We were of opinion, however, that if the difference in the rate was inconsiderable, it would answer no purpose; and if considerable, that it would aggravate the neglect of the less proficient children, of whom a large number would yield no more in grants than a small number of the more proficient. It can never be too well remembered that the probability of the next generation's becoming duly educated depends upon the number of children who secure the indispensable minimum of instruction *before* a given age, which the labour market inevitably and inexorably fixes. We cannot record in too strong terms the sense which we entertain of the service which the Royal Commissioners have rendered in laying bare this truth, that schools cannot, beyond a certain point, as in trades where Half Time Acts are feasible, have artificial conditions created for them, but must prove their power to grapple with the realities of life (pp. 174, 188, 265). The ages of the scholars who pass from year to year according to the several standards will show how far the instruction for which the country pays is being given under circumstances that are likely to make it successful. It may generally be assumed that each child who in the tenth, eleventh, and twelfth years cannot pass according to Standards IV, V, and VI, will never possess even the humble attainments which those standards denote, and that, so far as the secular instruction of that child goes, the school, which is paid on his account, has done little or nothing to better him in life.

These considerations become the more important now that examination affects only a part of the grants to each school. A school, under Article 40 of the Revised Code, can hardly fail to obtain that measure of aid (*viz.*, 10s. per scholar per annum) which the Commissioners think a reasonable average to offer (p. 345), unless a considerable number of its scholars who have attended more than 200 times within the year fail in their examination. Whether or not many of these scholars ought to fail when presented for examination (as will now be the case) *according to standards selected for them in the first instance by those interested in their success*, may be judged from the opinion of the Commissioners when speaking of the attainments with which such scholars *ought to leave school*, and which, therefore, they ought to be able to exhibit in due proportion at each stage of their school life, *i.e.*, if examined according to age. "The children who attend 100 "days" (200 times) "and upwards," say the Commissioners, "may learn to read and write without conscious difficulty, and "to perform such arithmetical operations as occur in the "ordinary business of life. This knowledge they may receive "while under the influence of wholesome moral and religious "discipline, and they may add to it an acquaintance with the "leading principles of religion, and the rules of conduct that "flow from them" (p. 174). Examination, under conditions so little favourable to its influence as a stimulus (Commissioners, p. 157), will certainly not have all the effect which we meant to accomplish by it for the improvement of elementary education. A beginning, however, will have been made.

By the encouragement which we have given to the instruction of infants, as a foundation, and to the instruction of evening scholars, as a continuance, of the elementary day school, we trust that a road has been marked out for the solid and suitable education of the classes who support themselves in independence by manual labour. We are aware that the class which supports itself in independence by manual labour does not constitute the whole of what is called "the poor," and that measures confined to the education of this class form only a part of the work to be done. We are of opinion, however, that the education of the pauper class on the one



hand, and that of the vagrant or criminal class on the other, have been rightly dealt with by recent legislation as separate parts of the question; the *locus parentis* having to be wholly supplied, and requiring special safeguards to prevent abuse. The Committee of Council, the Poor Law Board, and the Home Office have thus their several provinces; and when we add to them, by way of supplement, the missionary action\* of Sunday schools and ragged schools, we feel justified in expressing a confident hope that no part of the great field of education for the poor remains unknown or uncared for; and that, in the midst of many difficulties and more differences, progress is being everywhere made. A subsidiary measure of great importance consists in the increased powers given, under recent Acts of Parliament, to the Charity Commissioners. The cheap and expeditious process by which those Commissioners are now able to utilise small endowments offers such facilities for the purpose that most cases, which are undisputed, may be despatched by ordinary official correspondence, without professional assistance. The responsibility thrown by our measures upon the local managers of schools is likely to direct their attention to that part of the Report of the Royal Commissioners which points out the resources for education derivable from an improved application of existing endowments.

In conclusion, we desire to notice that the rate of progress in any system which is to be both voluntary and efficient, cannot be wholly determined by the State.

(Signed) GRANVILLE.  
ROBERT LOWE.

The Council Chamber, Whitehall, 18 June 1862.

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\* See Report from Select Committee of the House of Commons on the education of destitute children, No. 460, Session 1861.





MINUTE by the Right Honourable the LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION confirming the Alterations of the REVISED CODE of REGULATIONS announced in Parliament on 13th February and 28th March 1862, and specifying the Course to be adopted for putting it into effect.

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# MINUTE.

*At the Council Chamber, Whitehall, the 9th day of May  
1862.*

BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL  
ON EDUCATION.

*Read,*—The Minutes of 29 July and 23 September\* 1861 ; also the alterations of the Revised Code of Minutes and Regulations announced in Parliament on 13 February and 28 March 1862 ;—

*Resolved,*—To confirm the Code thus altered, and to adopt the following course, in place of that specified in the Minute of 29 July 1861, for putting it into effect :—

1. The Revised Code shall regulate all grants to be made upon applications received after 30 June 1862.
2. The Revised Code shall regulate the engagement of all new pupil-teachers in schools where the next inspection (Article 16) falls due after 30 June 1862.
3. Until 30 June 1863, the annual grants falling due at the end of each school year (Article 17) shall be paid according to the Code of 1860 in all schools from which application for them has been made before 30 June 1862.

*In Scotland,* grants shall continue to be made as before the Minute of 29 July 1861, until further directions are given.

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\* Suspending the operation of the Minute of 29 July 1861.

## REVISED CODE.

## PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament for public education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either :

(a.) For the instruction of children (*elementary*) ; or

(b.) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school assisted from the grant must be either :

(a.) A school in connexion with some recognized religious denomination ; or

(b.) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "Annual Grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council

on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period over which the right of inspection extends depends upon the degree of permanency of the object for which the grant is made.

(a.) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in or endorsed upon the school deed, and is co-extensive with the interest conveyed by that deed.

(b.) If the grant is annual only, the inspector's visit may at any time be declined by the managers on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications in the form of proposals must in the first instance be addressed to the Secretary, Committee on Education, Council Office, London, S.W.



Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

## CHAPTER I.

### GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

#### BUILDING.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(a.) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(b.) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(c.) That the school is likely to be maintained in efficiency.

(d.) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

*1st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of—

(a.) Individual subscriptions ;

(b.) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(c.) Materials, at the price allowed for them by the contractor, or at which sold off ;

(d.) Sites given without valuable consideration (the value to be certified by two professional surveyors) ;

(e.) Cartage (the value to be certified by the parochial surveyor of roads).

*2nd Limit.*—2s. 6d. per square foot of internal area in new school-rooms and class-rooms.

*3rd Limit.*—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title and trust deed, must be satisfactory to the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by the *public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

#### *The Site.*

29. The site must be—

(a.) *In extent,*

Not less than 1,200 square yards.

(b.) *In situation,*

1. Not unhealthy, nor noisy.

2. Within convenient distance from the homes of the scholars.

(c.) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49).

(a.) Without incumbrance, or rights reserved over the surface.

(b.) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(c.) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(d.) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(e.) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6).

#### *The Trust Deed.*

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools; Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already conveyed in trust, the deed must be a legal conveyance of the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

#### *The Plans.*

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use,



but must be lodged in the Education Office before a grant is paid.

*Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.*

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of eighteen months, from the date of announcing them.

## CHAPTER II.

### GRANTS TO MAINTAIN SCHOOLS.

#### PART I.—ELEMENTARY SCHOOLS.

*Section I.—Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, and the State of the Schools.*

38. Schools may meet three times daily ; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17 :—

(a.) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at the morning and afternoon meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at the evening meetings of their school.

(b.) For every scholar who has attended more than 200 morning or afternoon meetings of their school :—

1. If more than six years of age 8s., subject to examination (Article 48).
2. If under six years of age 6s. 6d., subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(c.) For every scholar who has attended more than 24 evening meetings of their school 5s., subject to examination (Article 48).

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8s. is claimed, forfeits 2s. 8d. for failure to satisfy the inspector in reading, 2s. 8d. in writing, and 2s. 8d. in arithmetic (Article 48).

45. Every scholar attending more than 24 times in the evening for whom 5s. is claimed forfeits 1s. 8d. for failure to satisfy the inspector in reading, 1s. 8d. in writing, and 1s. 8d. in arithmetic (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.

47. Under any Half Time Act, 100 attendances qualify scholars for the grant :—

(a.) Upon examination.

(b.) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic	Form on black-board or slate, from dictation, figures up to 20 ; name at sight figures up to 20 ; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.



49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(a.) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(b.) If the principal teacher be not duly certificated (Article 67), and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

(c.) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(d.) If the registers be not kept with sufficient accuracy to warrant confidence in the returns.

(e.) If, on the inspector's report, there appears to be any *prima facie* objection\* of a gross kind. A second inspection, wherein another inspector or inspectors takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

(f.) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(a.) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction\* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

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\* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(b.) By the sum of 10*l*. if after the first 50 scholars in average attendance there be not either one pupil-teacher fulfilling the conditions of Articles 81-9 for every 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91-3 respectively for every 80 scholars in average attendance. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

(c.) By its excess above,—

- |  |  |
|--|--|
| 1. The amount of school fees and sub-            | } in the year<br>defined by<br>Article 17. |
| scriptions; or,                                  |  |
| 2. The rate of 15 <i>s</i> . per scholar accord- |  |
| ing to the average number in                     |  |
| attendance,                                      |  |

53. If the excess of scholars over the ratio of 40 to every pupil-teacher has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (b), does not accrue.

54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants is to be kept, besides the ordinary registers of attendance,—

(a.) A diary or log-book.

(b.) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

### *Diary or Log Book of School.*

56. The diary or log-book must be stoutly bound, and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the ——— class, or pupil-teacher of the ——— year, or assistant teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in the log-book accounting for any subsequent change of the school establishment.

## *Section II.—Teachers referred to in the preceding Section.*

64. The recognized classes of teachers are,—(a.) Certificated teachers. (b.) Pupil-teachers. (c.) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

### *Certificated Teachers.*

66. Teachers in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Articles 122, 127–8). No certificate is issued above the fourth class. Cer-



tificates are raised to the higher classes by good service only (Article 78).

### *Examination.*

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119 and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates must (in addition to Articles 68 and 71) fulfil one of the following conditions, viz. :—

(a.) They must have resided for one or more years as students in normal schools under inspection (Articles 94, 119, and 120-1); or,

(b.) Must be upwards of 22 years of age, and either,

1. Have completed an engagement as pupil-teacher satisfactorily; or,
2. Have obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

### *Probation.*

73. Candidates for certificates, besides successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

75. Teachers under probation satisfy the conditions which require that schools be kept by certificated teachers.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force (unless recalled under Articles 79, 80) for the next five years; after which interval it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

### *Concurrence of Managers and Inspectors.*

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

80. The inspector must annually report whether the teacher's school is efficient in organization, discipline, and instruction.

### *Pupil-teachers.*

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely:—

(a.) *That the school* is reported by Her Majesty's inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(b.) *That the pupil-teachers* be not less than 13 years (completed) of age at the date of their engagement.

(c.) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son,

or brother of the mistress, and not both young and unmarried.

(d.) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(e.) Pass the examinations and produce the certificates specified in Article 88.

(f.) That the managers enter into an agreement in the following terms:—

*To be stamped with a stamp of 2s. 6d.*

<sup>1</sup> Names, &c. in full of a quorum of the Managers.

# MEMORANDUM OF AGREEMENT between<sup>1</sup>

<sup>2</sup> Names, &c. in full of father or other surety of the assistant.

\_\_\_\_\_ herein-after  
called *the managers*, on behalf of the Managers  
of the \_\_\_\_\_ School and<sup>2</sup>

<sup>3</sup> Father, or as the case may be.

<sup>4</sup> Name in full of the pupil-teacher.

\_\_\_\_\_ herein-after called *the surety*  
\_\_\_\_\_ the<sup>3</sup> \_\_\_\_\_ of<sup>4</sup>  
herein-after called *the pupil-teacher*.

<sup>5</sup> His or her

The said managers for themselves, their executors, administrators, and assigns, agree with the said surety h<sup>5</sup> \_\_\_\_\_ executors, administrators, and assigns, as follows:

1. To engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week.

2. This engagement shall begin on the first day of<sup>6</sup> \_\_\_\_\_ 186\_\_, and shall end on the last day of<sup>7</sup> \_\_\_\_\_ 18<sup>8</sup>\_\_, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for Queen's Scholarships in December next preceding the last-mentioned date, this engagement may end on the 31st day of the said month of December.

3. The said pupil-teacher shall be paid as wages<sup>9</sup> \_\_\_\_\_ per<sup>10</sup> \_\_\_\_\_ in the first year, and this sum shall be increased by<sup>9</sup>

<sup>6</sup> Article 17.

<sup>7</sup> Preceding month.

<sup>8</sup> Five full years, but if this falls beyond the candidate's 19th year (completed), any less number of years, not under two, may be inserted if the parties wish it, and if the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service.

<sup>9</sup> The sum to be inserted must be fixed at the discretion of the



parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

<sup>10</sup> Week, or as the parties may agree.

\_\_\_\_\_ per<sup>10</sup> \_\_\_\_\_ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions of a pupil-teacher according to the standard of the preceding year, as prescribed in the Articles of the Code of the said Committee applicable to the case.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or, in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h<sup>5</sup> \_\_\_\_\_ own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the con-

tinuance of this engagement in a manner befitting the same.

Signed this \_\_\_\_\_ day of \_\_\_\_\_ 18 \_\_\_\_.

Witness.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy.

82. The Committee of Council is not a party to the engagement, and confines itself to ascertaining, on the admission of the apprentice and at the end of each year of the service—

(a.) Whether the prescribed examination is passed before the inspector.

(b.) Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors, and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(a.) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements; and—

(b.) The vacancies have not been occasioned by voluntary causes before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (b).

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table. (*See opposite page.*)

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress, specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

*Pupil-teachers who have successfully completed their Apprenticeship.*

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may become a Queen's scholar in a normal school (Articles 103-118), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

*Assistant Teachers.*

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (b), if at any time the inspector reports them to be inefficient teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.



Geography.

I

To have  
an elemen-  
tary know-  
ledge of  
geography.

Health.		Certificates of Character and Conduct.				Religious Knowledge.									
Sensibility, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, or the loss of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.		In Church of England Schools.	In Schools not being Church of England Schools.	Reading.	English Grammar. [After Admission, Latin Grammar, as alternative.]	Writing and Composition.	Arithmetic and Mathematics.	Geography.	History.	Drawing. Where suitable Means of Instruction exist.	Music. Where suitable Means of Instruction exist.	In Church of England Schools, the Clergyman assisting in the Examination.	In Schools in Scotland.	In Schools where the Managers are not desirous of coming under the obligation of giving the instruction set forth in the Two preceding Columns.	In Schools where the Managers object on Religious Grounds to give any Certificate concerning the Religious State of their Schools.
For Admission.	A medical certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from the clergyman and managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	A certificate from the managers that the moral character of the candidates and their families justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose.	To write from dictation sums in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures.		To have an elementary knowledge of Geography.						
End of 1st Year.	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the managers that they have been attentive to their religious duties; but this certificate is not required if the managers, on religious grounds object to give it, and if the school fulfils the conditions of Article 8.	Improved articulation and expression in reading.	The noun, verb, and adjective; with their relations in a simple sentence. [As an alternative exercise, the regular declensions of Latin nouns, and the meaning in English of the Latin prepositions.]	To write from memory the substance of a passage of simple prose, read to them with ordinary quickness.	Male Pupil-teachers. Practice and proportion.	Female Pupil-teachers. Practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]						
End of 2d Year.	Same as at end of first year.	Same as above.	Same as above.	Improved articulation and expression in reading.	The pronoun, adverb, and preposition; with their relations in a sentence. [As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.]	To write as above, and to be able to repeat 50 consecutive lines of a secular character from some standard English poet (selected by the managers) with just expression and knowledge of meaning.	Vulgar fractions.	Proportion	Europe and ancient Palestine.						
End of 3d Year.	Same as at end of first year, but from medical practitioner.	Same as above.	Same as above.	Improved articulation and expression in reading.	The conjunction with the analysis of sentences. [As an alternative exercise, the conjugation of Latin regular verbs (active and passive), and of the verb esse.]	To write notes of a lesson on a subject selected by the inspector; and to be able to repeat 40 consecutive lines of a secular character from some standard writer of English prose (selected by the managers), with just expression and knowledge of the meaning.	Decimal fractions; and Euclid, Book I., to end of XVth Proposition.	Vulgar fractions.	The colonies.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III., may be substituted for the English Sovereigns preceding James I.]					
End of 4th Year.	Same as at end of first year.	Same as above.	Same as above.	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. [As an alternative exercise, the conjugation of the verbs posse, velle, and the concordia.]	To write an account of the organization of the school, and of the methods of instruction used; and to be able to repeat 100 lines (including the former 50) of the same poet as at the end of the 2d year, with just expression and knowledge of the meaning.	Euclid, Book I., to the end of XXVth Proposition; Algebra, first four rules; and recapitulation of preceding rules in Arithmetic.	Decimal fractions.	Asia and Africa.	Outlines of British history to the accession of Henry VII.					
End of 5th Year.	Same as at end of first year.	Same as above.	Same as above.	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and an account of the sources and growth of the English language. [As an alternative exercise, recapitulation of the preceding exercises in Latin.]	To write an original composition on some simple subject to be selected by the inspector within the range of this Table, and to be able to repeat (including the former 40) 80 lines of the same prose writer as at the end of the 3d year, with just expression and knowledge of the meaning.	Euclid, Book I.; and recapitulation of the preceding rules in Arithmetic and Algebra.	Recapitulation of the preceding rules.	America and the oceans.	Outlines of British history from the accession of Henry VII. to the present time.					

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

## PART II.—NORMAL SCHOOLS.

### *Section I.*

94. A normal school includes—

(a.) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(b.) A practising department, in which they may learn the exercise of their profession.

95. Grants are not made for building, enlarging, improving, or fitting up the premises of normal schools.

96. Annual Grants are made to normal schools under the heads of—

(a.) Certificated Assistant Teachers.

(b.) Lecturers.

(c.) Exhibitions (Queen's Scholarships) for candidates entering by competitive examination, or who belong to certain specified classes.

(d.) Allowances according to examinations passed at the end of each of two years of residence in the school (Articles 119–124).

(e.) The same grants to the practising department as to any other school fulfilling the conditions of Articles 4, 6, and 8.

97. No grant is made to a normal school unless the Committee of Council is satisfied with the premises, management, and staff.

### *Section II.—Grants for Certificated Assistant Teachers.*

98. In normal schools under a principal and vice-principal, or matron and head governess, grants may be made, according to Articles 61–83 of the Code of 1860, to resident assistant teachers on the following conditions.

(a.) The assistant teacher must have been placed by examination in the first division of the second year (Articles 121, 123, 129), or must hold a certificate not below the first division of the middle degree under the Code of 1860, or a certificate of the second class under this Code (Article 67, 76.)

(b.) The Committee of Council must approve of the branches of instruction committed to the assistant teacher.



(c.) The inspector must annually report that he is satisfied—

1. With the general management of the normal school.
2. With the skill of the assistant teacher. This report is verified by reference to the written exercises of the students.

(d.) The principal must state that he has been satisfied with the assistant teacher's moral character and attention to duty during the past year.

99. Certificated assistant teachers, appointed according to the last article, are teachers of the students. The practising or model schools attached to normal schools, and the teachers of them, fall under the articles applicable to other elementary schools and teachers.

### *Section III.—Grants for Lecturers.*

100. A sum of 100% is granted annually to resident lecturers receiving salaries of not less than 150% annually (or 100% with board and lodging), who have proved by examination (before 1862) their attainments in one, or at the most two, of the branches of knowledge enumerated below, and their skill in adapting those attainments to elementary instruction.

1. History.
2. English literature.
3. Geography.
4. Physical science.
5. Applied mathematics.

101. No lecturer receiving a grant may be principal of the normal school, or master of the practising school attached to it.

102. The number of lecturers chargeable to the Parliamentary grant at the same time, in the same college, may not exceed—

- 1, if the number of students in residence be under 30.
- 2, ditto ditto ditto 60.
- 3, under any circumstances.

### *Section IV.—Grants for Queen's Scholarships.*

103. A competitive examination of candidates for public exhibitions called "Queen's Scholarships" is annually held in December, by one or more of the inspectors at each normal school, during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The examinations are open to all competitors, who are selected and presented by the authorities of each normal school on their own responsibility, subject to no other condition than that the candidates intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, are more than 18 years old, and (if pupil-teachers) have not deserted their service.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not, and are divided into a first and second class, according as they exceed, or fall below, a certain number of marks.

107. From among the candidates declared to be admissible pursuant to Article 106, the authorities of each normal school are at liberty to select Queen's scholars in any proportion that does not allot more than 10 per cent. of the total accommodation in each establishment to Queen's scholars who have not been pupil-teachers.

108. In addition to candidates admitted by competition, the following persons may become Queen's scholars on simple presentation by the authorities of the normal school without examination :

(a.) Assistant teachers of three years' standing (Article 91) may become Queen's scholars of the first class.

(b.) Resident students in normal schools, not having entered them as Queen's scholars, who are more than 20 years of age, may become Queen's scholars, for the ensuing year, of the first class, if, in the examination at the end of their first year's residence, they are placed in the first or second division ; and Queen's scholars of the second class, if they are placed in the third division (Article 123).

(c.) Teachers in charge of elementary schools, and already certificated, but who have not yet resided more than one year in a normal school.

Certificates of the first and second grades, pursuant to Article 142 held for three years in the same Poor Law school, satisfy this article ; the first grade qualifies teachers to become Queen's scholars of the first class, and the second grade to become Queen's scholars of the second class.

109. Before candidates are admitted—

(a.) The medical officer of the normal school must certify the state of their health to be satisfactory ; and,

(b.) They must sign a declaration signifying their intention conformably to Article 105.

110. The grants allowed for Queen's scholars are 23*l.* for males, and 17*l.* for females, per annum.

111. In consideration of these grants, the authorities of the normal schools provide tuition, lodging, board, washing, and medical attendance, for such Queen's scholars as they admit, without further charge.

112. Queen's scholars of the first class (Article 106) are allowed, in addition, the following personal payments in aid of their travelling and private expenses, and of the purchase of books.

—		First Year.	Second Year.
		£	£
Males	- -	4	6
Females	- -	3	4

113. The exhibitions are issued by quarterly, the personal payments by half-yearly instalments. Both depend upon quarterly certificates by the principal, of the Queen's scholar's good conduct, attainments, and skill in the pursuit of his (or her) profession.

114. Queen's scholarships may be extended to a second year's residence in all cases where the authorities of the college apply for such extension, but not beyond a second year.

115. The examinations at the end of the year determine the class of the renewed scholarship. A place in the first or second division (Article 123) secures a Queen's scholarship of the first class for the ensuing year.

116. In normal schools, which, according to the inspector's report, provide a complete course of training for a separate class of infant school teachers, a limited number of Queen's scholarships of the second class are given, upon presentation of candidates by the college authorities—

(a.) Without examination, to pupil-teachers who have been apprenticed to, and have successfully completed their apprenticeship under mistresses of infant schools.

(b.) Upon examination, to young women more than 18 years of age, and not having been pupil-teachers.

117. Candidates for scholarships under Article 116, who have not completed an apprenticeship as pupil-teachers, must satisfy the inspector that their manners and address are *primâ facie* suitable for dealing with very young children, and must also show that they can—

1. Read an easy narrative with fluency, correct pronunciation, and intelligence.



2. Write simple sentences from dictation correctly.

3. Work easy sums correctly in the four first rules, simple and compound.

The number admitted must not exceed one-tenth part of the total number fixed, with the consent of the Committee of Council, for the infant school class.

118. Ordinary female Queen's scholars (Articles 103-9), and students who pay their own expenses, may, on entrance, with the consent of the college authorities, join the class in training for infant schools, without prejudice to the value of their scholarship.

*Section V.—Grants according to Examinations passed at the end of each of Two Years of Residence in Normal Schools.*

119. An examination of the resident students is held in December at the several normal schools in the week preceding the examination for Queen's scholarships (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented who has not been resident throughout the whole year; and no Queen's scholar who has so resided may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first, or of a second, year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants.

123. The allowances to normal schools in respect to each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	To be allowed to College ( <i>in the Case of Females, Two-thirds of these Sums</i> ).
		£ s. d.
First year's residence - {	1	20 0 0
	2	16 0 0
	3	13 0 0
	4	13 0 0
Second year's residence - {	1	24 0 0
	2	20 0 0
	3	16 0 0
	4	16 0 0

124. Allowances under Article 123 are granted in respect of all students who pass the examination, whether Queen's scholars or not. They are not appropriated to individuals like the grants for Queen's scholarships, but become a part of the ordinary school funds in the hands of the managers.

125. At the end of the first year's residence, students who fall into the fourth division are required to take up the first year's subjects again (viz., at the end of the second year), without forfeiture of their scholarships, but in such cases the grants to the normal school, and the certificates at the end of the second year, are respectively at the rate (Article 123) and in the form (Article 130) of the first year,

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

127. A separate examination is held (late in the autumn) of Queen's scholars and other students in training for service in infant schools only (Articles 116-8). The normal school receives a grant of 13*l.* for every such student who is placed in the upper grade (Article 67), and 8*l.* for every such student who is placed in the lower grade.

*Section VI.—Use made of Examinations in Normal Schools for awarding Teachers' Certificates.*

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend these examinations.

Teachers of infants, in order to be able to attend the special examinations mentioned in Article 127, must have been appointed before 29th April 1854, and continuously engaged in the same schools up to the date of examination.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, excepting the fourth division (Article 131) and the qualification for assistant teacherships in normal schools (Article 98, a) is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in normal schools receive special certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 123), receive their first certificate in the lower grade of the fourth class (Article 67). Such teachers are not recognized, under Article 81 (a), for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination (Article 78), or good service (Articles 76, 77).

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth division for immediate service in charge of small rural schools, but after the holder's 25th year of age (completed) such provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

133. Rural schools, in order to fall under Article 132, must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms, or they must be certified as not needing nor likely to be attended by more than 100 scholars.

134. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

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### CHAPTER III.

#### PART I.—GRANTS FOR ENDOWED SCHOOLS.

135. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

136. No grants are made to endowed schools in which the endowment yields more than 30 shillings per scholar per annum, according to the average number of scholars in attendance throughout the year (Article 17).

137. Whenever voluntary subscriptions are specified among the conditions of a grant (Article 52, c), the proceeds of endowment are excluded from the reckoning.



## PART II.—SCHOOLS INSPECTED FOR OTHER DEPARTMENTS OF THE GOVERNMENT.

### *Section I.*

138. The Committee of Council on Education, in addition to the duties defined by Article 2, has been charged with inspection relative to—

(a.) Poor Law schools.

(b.) Schools under the Lords Commissioners of the Admiralty.

### *Section II.—Schools inspected for the Poor Law Board.*

139. The Poor Law Board is advised by the Committee of Council in distributing a sum annually voted by Parliament upon the estimates of the Poor Law Board, in relief of the poor rate from the charge for schoolmasters and schoolmistresses in Poor Law schools.

140. Poor Law schools are periodically visited by inspectors, who report thereon to the Committee of Council. These inspectors are appointed pursuant to Article 12, and are chargeable to the grant for public education.

141. Teachers are specially certificated by the Committee of Council, in four grades, according to their merit, for service in Poor Law schools.

142. The amount to be issued by the Treasury, on an order from the Poor Law Board, to each parochial union, is regulated by the grade of the certificate which the teacher holds from the Committee of Council, and by the number of children in the school, according to the following table :—

Grades and Divisions of Certificates for Service in Poor Law Schools.		Masters.		Mistresses.		Sum to be allowed in respect of each Scholar in addition to the Minimum Allowance.
		Minimum Allowance from the Grant.	Maximum Allowance from the Grant.	Minimum Allowance from the Grant.	Maximum Allowance from the Grant.	
First grade	{ 1	£ 30	£ 60	£ 24	£ 48	s. 12
	{ 2	30	55	24	44	11
	{ 3	30	50	24	40	10
Second grade	{ 1	25	45	20	36	7
	{ 2	25	40	20	32	6
	{ 3	25	35	20	28	5
Third grade	{ 1	20	30	16	24	4
	{ 2	20	25	16	20	3
	{ 3	20	20	16	16	—
Fourth grade	-	15	15	12	12	—

143. The Poor Law Board has laid down the following conditions of payment :—

(a.) The whole amount issued to each union from the Treasury must be paid by the guardians to the teacher.

(b.) If the salary at which the guardians have engaged the teacher exceeds the amount issued from the Treasury, the difference must continue to be paid to the teacher out of the poor rate, until the Poor Law Board has agreed to the engagement of the same or another teacher at a reduced salary.

(c.) If the teacher does not reside in the workhouse, and is not provided with rations, the guardians must allow the teacher the sum of 15*l.* a year in lieu thereof out of the poor rate.

(d.) The teacher must have convenient and respectably furnished apartments; rations, the same in kind and quality as are supplied to the master of the workhouse; must be subjected to no menial offices; must have proper assistance in the management of the children when not in school.

(e.) If the Committee of Council's inspectors report that any Poor Law school is not furnished with the necessary books and school apparatus, the guardians must provide them.

144. Industrial instructors, as well as schoolmasters and schoolmistresses, may be certified by the Committee of Council to the Poor Law Board for repayment of their salaries by the Treasury to the Poor Law Union.

145. If industrial instructors are not boarded and lodged in the workhouse, three-fourths only of the salaries paid by the guardians are repaid by the Treasury to the union.

146. Teachers in Poor Law schools must hold certificates of the first or second grade in order to be qualified for the instruction of pupil-teachers.

147. The guardians (with the consent of the Poor Law Board) appoint the boy or girl intended for a pupil-teacher to be an assistant to the schoolmaster or schoolmistress, according to Article 153 in the Consolidated Orders of the Poor Law Board, and they provide lodging, clothes, and rations for such assistance in return for his or her service.

*Section III.—Schools inspected for the Lords Commissioners of the Admiralty.*

148. The schools in connexion with Greenwich Hospital, for shipwright apprentices in the Royal Dockyards, for the

Royal Marines, and on board ships of the Royal Navy in harbour, are inspected by an inspector, who reports to the Committee of Council for the information of the Lords Commissioners of the Admiralty.

149. This inspector is appointed pursuant to Article 12, and is chargeable to the grant for Public Education in Great Britain.

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150. In January of each year, if the Code be revised, or any material alteration in it be necessary, it shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles.

151. In the event of such revision or material alteration as mentioned in the last foregoing Article, it shall not be lawful to take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

(Signed) GRANVILLE,  
Lord President of the Council.

ROBERT LOWE,  
Vice-President of the Committee of Council.  
on Education.

Council Office, 9th May 1862.

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T A B L E S.

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EXPENDITURE FROM EDUCATION GRANTS.  
(No. 1.)  
(TABLE A.)—Classified according to Object of Grant.

	For Year ended 31 December 1861.	Compared with Year ended 31 December 1860.		From 1839 to 31 December 1861.			
		Increase.			Decrease.		
		£	s. d.				
In building, enlarging, repairing, and furnishing ELEMENTARY Schools	-	99,506	15 4	17,596	11 4	1,268,260	14 9
In building, enlarging, repairing, and furnishing NORMAL or TRAINING Colleges	-	6,945	0 0	-	-	180,273	6 5
In providing Books, Maps, and DIAGRAMS	-	5,767	10 7	1,112	6 3	47,096	19 8
In providing SCIENTIFIC APPARATUS	-	224	8 8	46	13 10	4,794	1 0
In augmenting Salaries of CERTIFICATED Schoolmasters and Schoolmistresses	-	121,627	7 2	23,456	2 1	655,652	17 4
In paying Salaries of ASSISTANT TEACHERS ( <i>Minute, July 1852</i> )	-	8,701	0 1	1,519	8 5	45,898	2 8
In paying Salaries of PROBATIONARY TEACHERS ( <i>Minute, July 1858</i> )	-	8,009	11 8	4,422	5 0	12,045	13 4
In paying Stipends of PUPIL-TEACHERS, and gratuities for their special instruction	-	301,826	10 9	44,268	19 9	2,047,089	14 11
In CAPITATION Grants	-	77,239	15 11	13,342	8 0	327,367	17 10
In Grants to NIGHT SCHOOLS	-	2,192	8 9	556	13 6	6,744	13 10
In Grants for teaching DRAWING	-	2,253	5 0	763	10 4	4,851	19 8
In Annual Grants to TRAINING Colleges	-	101,865	13 1	9,536	14 1	614,713	9 10
In Grants to REFORMATORY and INDUSTRIAL Schools	-	9,311	9 3	-	-	94,528	11 8
PENSIONS	-	785	3 4	146	3 4	4,347	5 0
Inspection	-	44,143	2 10	978	5 7	444,115	10 1
Administration ( <i>Office in London</i> )	-	19,168	3 0	485	14 1	140,899	2 4
Poundage on Post Office Orders	-	2,875	7 3	480	8 6	17,154	15 6
Agency for Grants of Books, Maps, and Diagrams	-	999	3 4	35	11 3	8,680	7 9
Payments made from Vote for Education by the Treasury in 1843, 1850, 1853, and 1854, not previously included in the Statements of Expenditure by the Committee of Council	-	-	-	-	-	11,604	9 0
Total	-	£813,441	16 0	107,071	4 0	5,936,119	12 7





Amount subscribed by Promoters; Total Amount expended; and Number of Children for whom accommodation has been provided, —between Years 1839 and 1860 inclusive, and for year 1861.

FROM 1839 TO 31 DECEMBER 1860.

Denominations.	Number of School-houses*.										Total Amount subscribed by Promoters.	Total Amount expended.			Number of Children for whom New Schools have been built.‡				Number of Children for whom existing Schools have been enlarged.¶				Total Number of Children for whom accommodation has been created.‡									
	Built.					Unlarged or im- proved.	Total Amount awarded out of Parliamentary Grants.	£	s.	d.		Juvenile.			Total.			Juvenile.			Total.											
	Institutions.†	Number of de- partments com- prised in those institutions.‡										Boys.	Girls.	Mixed.	Infants.	Residences.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.						
ENGLAND AND WALES.							£	s.	d.		£	s.	d.		Boys.	Girls.	Mixed.	Infants.	Total.		Boys.	Girls.	Mixed.	Infants.	Total.		Boys.	Girls.	Mixed.	Infants.	Total.	
National or Church of England Schools -	3236	1366	1359	1476	750	1099	1580	919	627	3	94	2,032,502	11	4	2,932,129	15	11	164,936	15,784	14,579	85,984	54,450	11,643	9,009	6246	923	36138	176,579	16,884	15,204	35,219	590,693
British and Foreign School- -	204	133	109	54	49	77	159	74,888	7	94	128,313	17	10	203,202	6	84	20318	15,643	67,58	61,68	48,887	1024	823	388	1395	3630	13342	16,466	7146	7563	62,517	
Wesleyan Schools -	102	32	31	65	46	75	32	62,282	19	10	97,773	8	10	160,059	8	8	6217	4809	13822	7128	31976	694	360	263	1395	3630	6821	5169	14,086	7344	33,419	
Roman Catholic Schools -																																
(in Great Britain) -	43	32	31	6	20	22	12	32,543	11	1	64,700	19	0	97,339	10	1	7165	6457	753	2725	17100	62	118	-	85	265	7227	6575	753	2810	17,385	
SCOTLAND.																																
Church of Scotland Schools -	172	48	62	97	13	84	37	47,009	12	14	94,107	3	6	141,116	15	74	7828	8203	9610	1272	29313	333	339	706	62	1500	8161	8542	10376	1334	28,413	
Free Church, and other Schools not connected with Church of Scotland	141	44	43	91	11	78	39	29,304	3	3	58,888	16	10	98,193	0	13	5161	4555	10358	606	20760	475	320	446	150	1391	5836	4975	10784	756	22,151	
Episcopal Schools -	5	3	4	1	1	5	3	3,093	1	6	5,729	12	7	8,822	14	1	388	588	211	36	1283	-	-	-	88	351	388	676	542	132	1738	
Total -	3903	1638	1639	1790	890	2340	1852	1,168,753	19	44	2,482,109	10	01	3,650,863	9	5	21,201	193,200	187,287	103,979	701,479	14,141	11,057	8440	11,179	44,817	226,154	299,257	195,727	115,158	746,296	

FROM 1 JANUARY TO 31 DECEMBER 1861.

ENGLAND AND WALES.		National or Church of England Schools										British and Foreign Schools										Wesleyan Schools										Roman Catholic Schools (in Great Britain)										SCOTLAND.										Church of Scotland Schools										Free Church, and other Schools not connected with Church of Scotland										Episcopal Schools										Total									
		167		64		62		89		55		158		107		78,959		8		3		169,899		3		1		248,838		11		4		10,028		8,277		10,084		5507		33,896		882		1091		519		654		3,146		10,910		9,368		10,603		6161		37,042																													
		5		1		3		2		3		4		11		3,437		19		9		4,094		1		11		7,462		1		8		185		362		441		1,350		53		67		97		157		238		429		389		441		1,507																																	
		6		1		5		4		5		3		5		4,800		8		0		9,159		5		6		13,959		13		6		292		292		989		624		2,147		-		54		76		130		292		346		1,015		624		2,277																															
		10		5		5		4		5		7		1		5,065		8		0		11,865		4		0		16,380		12		0		711		709		408		633		2,461		-		711		709		408		633		2,461																																					
		12		4		8		6		1		6		7		4,400		16		4		7,547		3		3		12,007		19		7		496		782		665		-		1,943		163		114		193		22		492		659		896		858		22		2,435																													
		5		1		2		4		-		3		6		1,994		15		0		3,615		19		9		5,610		14		9		148		185		502		-		835		122		-		81		27		230		270		185		583		27		1,065																													
		1		1		1		-		-		2		-		758		0		0		863		2		0		1,621		2		0		158		158		-		316		-		158		158		-		-		316																																							
		206		77		82		110		66		185		135		99,506		15		4		207,043		19		6		306,550		14		10		12,018		10,765		12,960		7205		42,948		1220		1326		906		703		4,155		13,238		12,091		13,866		7908		47,103																													

\* Exclusive of Training Colleges.

† In which separate teachers are employed.

‡ It must be noted that the figures in this group of columns are confined to those cases in which the superficial area of school-rooms has been increased. The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided without any extension of area.

† Held in separate buildings, and separately managed.

‡ At the rate of 8 square feet of superficial area per child.

The following Explanatory Table (2 a) includes all the Grants *awarded* between 1 January and 31 December 1861, towards the *erection, enlargement, or improvement* of School-buildings.

## EXPLANATORY TABLE.

(No. 2 a.)

Denominations of Schools.	Number of Schools under each Denomi- nation.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1861.	Not claimed before 31 Dec. 1861.
National or Church of Eng- land Schools ( <i>Elementary</i> )	255	280,671	£ s. d. 57,348 4 1	£ s. d. 20,503 5 0	£ s. d. 36,844 19 1
Ditto ( <i>Normal</i> ) - -	1	-	2,475 0 0	- - -	2,475 0 0
British, Wesleyan, and other Protestant Schools <i>not</i> connected with Church of England - - -	26	47,427	10,785 10 11	2,735 5 9	8,050 5 2
Ditto ( <i>Normal</i> ) - -	1	-	3,100 0 0	5,100 0 0	-
Roman Catholic Schools -	5	9,749	1,625 7 6	1,355 10 0	269 17 6
Schools in Scotland con- nected with Church of Scotland - - -	22	22,418	4,981 13 0	2,342 9 0	2,639 4 0
Schools in Scotland <i>not</i> connected with Church of Scotland - - -	9	6,147	1,188 12 0	457 10 0	731 2 0
Total - -	319	366,412	83,504 7 6	32,493 19 9	51,010 7 9

## MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the Grants for building, enlargement, or improvements *paid* in each year, was *awarded* in previous years. See two following Tables.

The following Explanatory Table (2 b) includes all the Building-Grants *paid* between 1 January and 31 December 1861, whether awarded before or within that period.

## EXPLANATORY TABLE.

(No. 2 b.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
National or Church of England Schools ( <i>Elementary</i> ) - -	274	£ s. d. 78,959 8 3
Ditto Ditto ( <i>Normal</i> ) - - -	1	1,845 0 0
British, Wesleyan, and other Protestant Schools <i>not</i> con- nected with Church of England ( <i>Elementary</i> ) - - -	25	8,268 7 9
Ditto Ditto ( <i>Normal</i> ) - - -	1	5,100 0 0
Roman Catholic Schools (in Great Britain) - - -	11	5,065 8 0
Schools connected with Church of Scotland - - -	19	4,460 16 4
Schools <i>not</i> connected with Church of Scotland - - -	11	1,994 15 0
Episcopal Schools in Scotland - - -	1	758 0 0
Total - - -	343	106,451 15 4



The following Explanatory Table (2 c) includes all the Building Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

## EXPLANATORY TABLE.

(No. 2 c.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.
National or Church of England Schools ( <i>Elementary</i> ) - -	346	£ 54,589 8 5
Ditto ditto ( <i>Normal</i> ) - -	1	2,475 0 0
British, Wesleyan, and other Protestant Schools <i>not</i> connected with Church of England - -	40	12,981 11 8
Roman Catholic Schools - - - - -	6	410 7 6
Schools connected with Church of Scotland - - - - -	29	3,627 11 6
Schools <i>not</i> connected with Church of Scotland - - - - -	12	1,220 19 0
Total - - - - -	434	75,304 18 1

\* \* The Parliamentary Estimate for Building Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

(No. 3.)

SUMMARY of GRANTS paid in aid of purchase of BOOKS, MAPS, DIAGRAMS, and SCIENTIFIC APPARATUS, at reduced prices, in YEAR ENDED 31 DECEMBER 1861.

Denominations of Schools.	Books, Maps, and Diagrams.		Scientific Apparatus.	
	Number of Schools.	Amount granted.	Number of Schools.	Amount granted.
National or Church of England Schools -	768	£ s. d. 3,522 12 0 <sup>1</sup> / <sub>4</sub>	3	£ s. d. 32 2 0
British, Wesleyan, and other Schools <i>not</i> connected with Church of England - -	240	1,179 16 1 <sup>3</sup> / <sub>4</sub>	4	52 9 4
Roman Catholic Schools - - - -	50	323 18 7 <sup>1</sup> / <sub>4</sub>	—	—
Schools connected with Church of Scotland -	107	436 19 0 <sup>3</sup> / <sub>4</sub>	3	120 6 0
Ditto ditto Free Church - -	67	291 3 5 <sup>1</sup> / <sub>4</sub>	2	19 11 4
Ditto ditto Episcopal Church -	7	13 1 2 <sup>1</sup> / <sub>4</sub>	—	—
Total - - - -	1,239	5,767 10 7	12	224 8 8

*Note.*—There are 120 schools not included in the above summary (viz., 48 Church of England, 31 Protestant Dissenting, 1 Roman Catholic, 23 Church of Scotland, 10 Free Church, 2 Episcopal Church, 4 Colonial Schools, and 1 Mechanics' Institute), which have obtained, *orders to purchase* Books, Maps, and Diagrams, without the assistance of any Grant. The total value of the works procured through the Committee of Council on Education amounts to 20,029*l.* 14*s.* 11*d.*, which amount is thus made up:—

	£	s.	d.
Grants from Parliamentary Vote - . . .	-	5,767	10 7
Local Contributions . . . . .	-	14,262	4 4
Total - - -	-	£20,029	14 11

(No. 4.)

TABLE showing Number of CERTIFICATED TEACHERS actually employed in teaching; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; Number of PROBATIONARY TEACHERS appointed under Minute of July 1858; and Number of PUPIL-TEACHERS under apprenticeship;—(corrected to 31 December 1861).

	Certificated Teachers.			Assistant Teachers.			Probationary Teachers.			Pupil-Teachers.																
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.	
										Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
England -	3,659	3,194	6,853	223	103	326	245	130	375	1,151	1,349	2,500	1,218	1,387	2,605	1,318	1,363	2,681	1,306	1,446	2,755	1,239	1,273	2,512	6,232	13,053
Wales -	293	102	395	7	7	14	45	-	45	91	70	161	103	43	146	110	56	166	120	66	186	102	57	159	526	818
Isle of Man, and Channel Islands	27	21	48	2	-	2	-	-	-	8	13	21	9	9	18	13	6	19	10	11	21	7	7	14	47	93
Scotland -	1,015	387	1,402	36	3	39	63	8	71	271	139	410	323	147	470	358	133	491	332	178	510	306	126	432	1,590	2,313
Total -	4,994	3,704	8,698	268	113	381	353	138	491	1,521	1,571	3,092	1,653	1,586	3,239	1,799	1,558	3,357	1,768	1,704	3,472	1,654	1,463	3,117	8,395	16,277



(No. 5.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, Number of PROBATIONARY TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1861, *classified denominationally*,—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount of Grants, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *from 1854 to 1860 inclusive, and for Year 1861.*

Schools connected with		Number of				Number of Pupil-Teachers.		Capitation Grants.					
		Certificated Teachers.		Number of Assistant Teachers.		Number of Probationary Teachers.		From 1 Jan. 1854 to 31 Dec. 1860 (seven years).					
		Male.	Female.	Male.	Female.	Male.	Female.	Number of Schools aided.	Amount of Grants. £ s. d.	On whom grants were allowed.*	In average Attendance.	Number of Scholars	Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.
Church of England, or National Society -	3,211	2,689	153	86	123	5,151	5,576	4,012	187,609	13 3	732,950	1,907,087	38.43
British and Foreign School Society -	403	297	36	8	18	3	891	512	34,156	17 5	139,891	333,919	41.89
Wesleyan Methodists' Conference -	259	132	30	3	5	534	313	264	16,299	6 0	65,133	151,697	42.93
Roman Catholic Poor School Committee (in England and Wales) -	106	219	8	13	2	4	181	221	12,062	5 3	53,627	132,881	40.35
Parochial Unions -	596	216	21	2	33	885	366	—	—	—	—	—	—
Church of Scotland -	—	—	—	—	—	—	—	—	—	—	—	—	—
Free Church of Scotland -	367	112	13	—	27	4	606	—	—	—	—	—	—
Episcopal Church in Scotland -	44	38	1	1	1	1	76	—	—	—	—	—	—
Roman Catholic Schools in Scotland	8	21	1	—	2	—	23	—	—	—	—	—	—
Total -	4,994	3,704	263	113	353	8,395	7,882	5,009	250,128	1 11	991,601	2,225,584	39.26
								5,199	77,239	15 11	316,226	739,687	42.75

Capitation grants are allowed on account of those children who have attended school during one hundred and seventy-six days in the year, and who pay more than fourpence per week.

**APPOINTMENT OF INSPECTOR OF SCHOOLS.**

(Copied from the London Gazette of Tuesday, 15 October 1861.)

*At the Court at Balmoral, the 11th day of October 1861 ;*

**PRESENT:**

The QUEEN's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on the representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Arthur Thompson Bonner*, M.A., of Lincoln College, in the University of Oxford, to be one of Her Majesty's Assistant Inspectors of Schools.

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APPENDIX No. 1.

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REPORTS OF HER MAJESTY'S INSPECTORS (WITH  
SUMMARIES), ON ELEMENTARY SCHOOLS.

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THE UNIVERSITY OF CHICAGO  
LIBRARY

THE UNIVERSITY OF CHICAGO  
LIBRARY

THE UNIVERSITY OF CHICAGO  
LIBRARY

THE UNIVERSITY OF CHICAGO  
LIBRARY

THE UNIVERSITY OF CHICAGO  
LIBRARY

PROPERTY  
OF THE  
UNIVERSITY OF CHICAGO



\* \* The results given are not to be taken as complete accounts of each Inspector's District, being those of actual inspection only, between 1 September 1860 and 31 August 1861.

10

(continued.)

[illegible]



## (No. 1a.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at same School, from Year 1853 to 1861, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
Mean per-centage	39·95	23·84	15·19	9·97	5·96	5·09

## (No. 1b.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	-	-	-	-	-	14'13	13'62	12'54	10'	6'84	4'24	3'55	62'83
1851*	-	-	-	-	-	14'94	14'09	12'73	9'36	7'19	4'12	3'35	63'25
1852*	-	-	-	-	-	14'73	13'98	12'56	10'31	7'85	4'61	3'96	60'71
1853*	-	-	-	-	14'19	14'65	13'72	11'81	9'02	6'24	3'44	1'86	67'63
1854*	-	-	-	-	13'67	13'84	13'62	11'34	8'72	5'86	3'28	2'04	68'76
1855	2'98	4'59	7'18	10'75	13'26	14'15	13'65	12'03	8'99	6'44	3'64	2'34	66'56
1856	6'08	7'15	9'33	11'4	12'76	11'94	11'74	10'47	7'93	5'77	3'29	2'14	70'4
1857	6'58	7'89	10'05	12'21	12'4	11'94	11'03	9'91	7'7	5'26	3'04	1'99	72'1
1858	5'45	7'22	9'3	11'84	12'7	12'26	11'56	10'2	7'98	5'8	3'4	2'29	70'33
1859	5'07	7'1	9'7	12'04	12'48	12'22	11'81	10'16	7'82	5'88	3'33	2'39	70'42
1860	5'36	7'26	9'75	11'6	12'48	12'26	11'91	10'05	7'99	5'7	3'29	2'35	70'62
1861	5'09	7'43	9'94	11'97	12'75	12'08	11'55	10'45	7'7	5'81	2'95	2'28	70'81
Mean per-cent.	41'93					13'26	12'69	11'19	8'62	6'22	3'55	2'54	67'86†

\* The returns for these years do not distinguish the ages of children under eight years.

† The increasing per-centage is partly, perhaps principally, accounted for by the greater number of infant schools which have been established under inspection. Children are now sent to school at an earlier age than that at which they were sent in former times; and this raises the general per-centage of children under ten years of age, although the average age up to which attendance is continued may remain the same as before.

THE UNIVERSITY OF CHICAGO

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THE UNIVERSITY OF CHICAGO





## RESULTS OF INSPECTION—continued.

AGGREGATE ANNUAL INCOME AND EXPENDITURE (as returned by Managers) of an ascertained Number of Schools enumerated in foregoing Table No. 1,\* exclusive of aid from Parliamentary Grants.

## SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

DISTRICTS.		INCOME.					Average Income† per Scholar in Attendance.	EXPENDITURE.				Average Expenditure per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Children in average Attendance in those Schools.
		From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.		Salaries.	Books and Apparatus.	Miscellaneous.	Total.			
IN COUNTIES OF—		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Church of England Schools.	Middlesex	3,341 15 11	27,805 16 2	20,814 5 11	9,007 13 10	60,969 11 10	1 2 9½	34,504 2 1	5,023 3 9	24,690 13 5	64,217 19 3	1 4 0½	222	53,489
	Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester	4,148 0 8	18,672 0 3	14,909 4 0	6,268 14 10	43,997 19 9	0 18 8½	34,181 10 7	3,383 1 1	11,678 10 1	49,243 1 9	1 0 10½	411	47,085
	York	2,250 10 4	15,179 2 8	25,568 19 9	6,123 10 3	49,122 3 0	0 15 10½	40,243 6 0	3,485 1 0	11,620 5 0	55,350 12 0	0 17 11	455	61,757
	Cornwall, Devon, Dorset, and Somerset	2,163 15 0	15,688 10 2	10,989 13 6	5,079 12 11	33,921 11 7	0 17 1½	27,546 16 0	2,694 10 0	8,342 10 0	38,583 16 0	0 19 9½	402	39,579
	Essex, Norfolk, and Suffolk	2,558 5 3	9,032 6 9	7,474 14 5	2,362 6 6	21,427 12 11	0 17 1	17,712 2 8	1,536 2 5	5,333 1 8	24,581 6 9	0 19 7½	243	23,984
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	2,731 10 10	13,297 9 1	13,537 5 0	3,528 18 1	33,095 3 0	0 17 5½	27,687 11 11	2,576 13 7	7,594 19 5	37,859 4 11	0 19 11½	343	37,923
	Kent, Surrey, Sussex, and Channel Islands	5,908 2 8	29,766 0 1	19,401 19 1	9,178 13 6	64,234 15 4	1 2 2½	42,466 8 1	4,725 1 6	21,180 13 0	68,372 2 7	1 3 7½	418	57,845
	Lancaster and Isle of Man	1,642 4 1	17,674 6 10	29,929 7 7	5,443 3 6	54,689 2 0	0 15 3½	41,238 14 0	4,529 17 9	7,594 19 5	61,308 15 1	0 17 1½	363	71,591
	Chester, Salop, and Stafford	2,705 11 2	18,198 17 11	20,758 5 8	5,355 9 3	47,018 4 0	0 18 3½	37,703 18 2	3,668 3 1	11,656 3 4	53,058 15 9	1 0 7½	397	51,467
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	2,738 7 2	8,425 12 2	5,461 4 1	1,654 11 4	18,279 14 9	0 19 6½	14,689 4 1	1,546 7 5	4,228 19 5	21,164 10 11	1 2 7½	194	18,704
British, Wesleyan, and other Schools not connected with Church of England.	Berks, Hants, and Wilts	1,614 18 2	14,124 6 6	9,292 15 11	3,380 18 5	28,412 19 0	0 18 1½	22,994 0 7	2,321 14 5	7,618 4 2	32,933 19 2	1 0 11½	305	31,388
	Cumberland, Durham, Northumberland, and Westmoreland	2,063 9 0	7,770 14 6	9,163 18 0	1,958 14 9	20,936 16 3	0 18 7½	17,363 12 11	1,413 18 8	4,207 2 1	22,984 13 8	1 0 5	206	22,504
	Wales	1,493 9 7	7,860 14 5	6,834 5 5	2,862 5 4	19,052 14 9	0 16 3½	16,754 13 4	1,373 19 0	4,001 6 9	22,129 19 1	0 18 10½	232	23,415
	Cornwall, Lancaster; and part of Chester, Cumberland, Caernarvon, Denbigh, and Flint	261 11 2	6,253 0 0	14,905 12 3	1,787 19 5	23,208 2 10	0 16 1½	18,047 11 4	1,685 12 11	6,907 16 3	26,641 0 6	0 18 6½	138	28,755
	Oxford, Sussex; and part of Berks, Buckingham, Essex, Hertford, Kent, and Middlesex	269 0 0	6,000 3 0	8,573 2 2	5,453 4 7	20,297 9 9	1 3 3	12,755 12 2	1,320 0 11	6,498 5 3	20,573 18 4	1 3 6½	86	17,466
	Gloucester, Hereford, Monmouth, Worcester, Brecon, Caernarthen, Cardigan, Glamorgan, Pembroke; and part of Somerset	385 9 9	4,719 6 11	7,904 19 11	1,339 15 3	14,349 11 10	0 14 6½	11,994 6 7	1,527 0 10	4,055 6 8	17,576 14 1	0 17 10	118	19,710
	Devon, Dorset, Hants, Surrey, Wilts; and part of Berks, Buckingham, Cumberland, and Somerset	323 0 7	4,685 15 4	6,827 15 2	1,133 6 0	12,989 17 2	0 16 1	10,383 12 10	1,165 5 9	3,005 13 4	14,551 11 11	0 18 0½	109	16,151
	Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; and part of Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex	437 10 0	5,531 9 6	9,663 18 3	1,967 19 10	17,600 17 7	0 17 4½	14,720 13 8	1,291 7 2	4,024 0 9	20,036 1 7	0 19 9½	143	20,245
	Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; and part of Chester, Derby, Caernarvon, Denbigh, and Flint	59 15 0	3,553 16 2	8,139 14 5	1,163 15 0	12,917 0 7	0 15 9½	10,990 4 9	1,162 12 5	3,503 2 8	15,655 19 10	0 19 1½	114	16,360
	Durham, Northumberland, and York	112 9 9	5,261 10 4	12,463 9 0	844 10 1	18,681 19 2	0 15 10½	15,177 16 0	1,547 0 9	5,293 4 8	22,018 1 5	0 18 8½	153	23,561
Roman Catholic Schools.	Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery	360 19 4	4,078 11 10	5,051 19 1	1,066 17 6	10,558 7 9	0 9 11½	8,931 11 0	1,112 11 2	3,410 11 1	13,454 13 3	0 12 8½	106	21,208
	Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caernarthen, Cardigan, Glamorgan, Pembroke, Radnor; and part of Warwick	362 0 3	4,610 3 5	1,934 2 4	942 3 4	7,848 9 4	0 13 6	5,895 0 0	664 3 5	3,585 14 0	10,144 17 5	0 17 5½	71	11,625
	Durham, Northumberland, York, Scotland; and part of Warwick	150 3 5	2,105 11 2	2,128 8 5	730 19 11	5,115 2 11	0 9 2½	4,274 2 5	410 19 4	1,615 15 6	6,339 17 3	0 11 4½	61	11,131
	Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; and part of Inverness, Perth, and Ross and Cromarty	5,220 9 0	6,692 14 2	12,156 0 0	1,172 18 10	25,242 2 0	0 16 4	22,665 9 10	281 12 7	2,902 0 1	25,949 2 6	0 16 9½	363	30,888
	Ayr, Dumfries, Kirkcudbright, Lanark, Renfrew, and Wigtown	2,240 0 5	7,787 4 11	13,328 9 10	1,509 13 1	24,865 8 3	0 17 8½	20,023 10 8	619 10 2	4,572 14 8	25,215 15 6	0 17 11½	201	28,084
	Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney, and Shetland; and part of Inverness, Perth, and Ross and Cromarty	4,593 19 7	4,313 0 6	6,379 1 10	2,016 16 0	17,302 17 11	1 1 8½	14,073 8 5	445 0 7	3,063 11 4	17,584 0 4	1 2 0½	200	15,967
	Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Sutherland; and part of Inverness, and Western Isles	415 4 0	6,259 11 8	13,076 7 8	1,863 2 2	21,614 5 6	0 14 10½	18,730 0 3	401 5 11	2,877 6 11	22,008 13 1	0 15 1½	263	29,110
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; and part of Inverness, and Western Isles	204 5 0	3,359 7 10	7,410 18 7	1,589 3 5	12,563 14 10	0 16 4	11,221 15 2	282 15 3	1,535 11 3	13,040 1 8	0 18 11½	133	15,392
	Episcopal Schools in Scotland	188 2 2	2,224 14 7	2,026 8 10	786 19 3	5,774 5 0	0 15 2½	4,182 17 3	340 5 2	1,606 1 4	6,119 1 9	0 16 1	76	7,594
	TOTAL		£ 50,890 19 3	281,531 18 10	326,110 5 4	87,593 15 2	746,126 18 7	0 17 5½	579,152 12 9	72,663 16 0	196,881 18 7	824,698 7 4	0 19 4½	6,457

(continued.)

## SCHOOLS VISITED FOR SIMPLE INSPECTION ONLY.

IN COUNTIES OF—														
Church of England Schools.	Middlesex	132 0 0	585 1 2	389 15 11	158 7 8	1,265 4 9	0 16 8½	1,090 8 2	36 11 5	228 10 0	1,355 9 7	0 17 11½	28	1,511
	Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester	356 12 0	701 5 6	876 19 6	257 12 3	2,192 9 3	1 0 1½	1,727 6 2	60 7 11	393 19 8	2,189 13 9	1 0 0½	38	2,181
	York	144 5 2	543 1 4	261 7 4	73 8 0	1,022 1 10	1 0 11½	847 2 3	55 19 8	185 2 5	1,088 4 4	1 2 3½	20	975
	Cornwall, Devon, Dorset, and Somerset	41 6 5	654 16 8	315 15 5	100 6 6	1,112 5 0	0 16 8	944 7 1	58 9 6	283 9 4	1,286 5 11	0 19 3	21	1,335
	Essex, Norfolk, and Suffolk	33 8 11	452 12 7	342 19 1	68 4 1	897 4 8	1 0 1½	744 4 6	22 0 8	111 6 10	877 12 0	0 19 8	17	892
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	10 7 2	532 8 1	148 5 4	98 8 0	809 8 7	0 19 8½	500 18 2	32 9 7	264 13 3	793 1 0	0 19 5½	9	821
	Kent, Surrey, Sussex, and Channel Islands	50 3 3	156 17 3	232 10 11	56 13 8	496 5 1	0 19 7½	426 2 11	25 2 2	69 7 2	520 11 8	0 19 5½	7	565
	Lancaster and Isle of Man	187 4 2	1,294 5 8	954 2 9	595 19 9	3,031 12 4	1 1 6	2,316 19 8	121 13 1	599 17 8	3,038 10 5	1 1 6½	51	2,821
	Chester, Salop, and Stafford	392 12 9	786 15 0	554 10 11	264 18 8	1,998 17 4	1 0 4½	1,684 19 4	72 4 11	377 14 8	2,131 11 11	1 1 9½	45	1,959
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	47 15 0	97 13 8	21 12 4	19 10 10	186 11 10	1 1 2½	146 13 0	8 1 7	32 0 9	186 15 4	1 1 2½	4	176
British, Wesleyan, and other Schools not connected with Church of England.	Berks, Hants, and Wilts	135 17 1	179 16 11	281 5 1	22 11 3	619 10 4	0 16 8	501 0 4	1 5 0	112 1 9	614 7 1	0 16 6½	8	713
	Cumberland, Durham, Northumberland, and Westmoreland	168 17 7	310 17 9	207 8 4	261 19 6	948 18 2	1 2 3	701 6 0	39 2 4	220 6 9	960 15 1	1 2 7	18	851
	Wales	—	—	—	—	—	—	—	—	—	—	—	—	—
	Cornwall, Lancaster; and part of Chester, Cumberland, Caernarvon, Denbigh, and Flint	—	—	—	—	—	—	—	—	—	—	—	—	—
	Oxford, Sussex; and part of Berks, Buckingham, Essex, Hertford, Kent, and Middlesex	—	—	—	—	—	—	—	—	—	—	—	—	—
	Gloucester, Hereford, Monmouth, Worcester, Brecon, Caernarthen, Cardigan, Glamorgan, Pembroke, and part of Somerset	5 0 0	65 10 0	14 0 5	25 19 4	110 9 9	0 18 5	92 10 0	—	14 17 0	107 7 0	0 17 10½	2	120
	Devon, Dorset, Hants, Surrey, Wilts; and part of Berks, Buckingham, Cumberland, and Somerset	—	—	—	—	—	—	—	—	—	—	—	—	—
	Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; and part of Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex	—	—	—	—	—	—	—	—	—	—	—	—	—
	Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; and part of Chester, Derby, Caernarvon, Denbigh, and Flint	—	—	—	—	—	—	—	—	—	—	—	—	—
	Durham, Northumberland, and York	—	157 4 9	426 7 11	18 16 4	602 9 0	0 17 11	502 4 9	30 18 6	66 2 0	599 5 3	0 17 10	9	672
Roman Catholic Schools.	Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery	—	—	—	—	—	—	—	—	—	—	—	—	—
	Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caernarthen, Cardigan, Glamorgan, Pembroke, Radnor; and part of Warwick	—	—	—	—	—	—	—	—	—	—	—	—	—
	Durham, Northumberland, York, Scotland; and part of Warwick	—	25 0 0	10 0 0	—	35 0 0	0 6 1	35 0 0	12 0 0	19 0 0	66 0 0	0 11 5½	1	115
	Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; and part of Inverness, Perth, and Ross and Cromarty	—	—	—	—	—	—	—	—	—	—	—	—	—
	Ayr, Dumfries, Kirkcudbright, Lanark, Renfrew, and Wigtown	1,966 11 11	984 4 2	1,835 4 9	209 0 0	4,995 0 10	1 3 5½	3,826 9 9	42 5 11	706 8 1	4,575 3 9	1 1 5½	42	4,258
	Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney, and Shetland; and part of Inverness, Perth, and Ross and Cromarty	68 11 6	39 2 10	105 7 7	65 11 2	278 13 1	0 18 8½	340 4 11	17 9 0	9 7 0	367 0 11	1 4 7½	5	298
	Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Sutherland; and part of Inverness, and Western Isles	—	158 6 6	291 11 5	60 10 5	510 8 4	0 14 10	495 17 5	14 12 6	43 17 0	554 6 11	0 16 1½	8	688
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; and part of Inverness, and Western Isles	—	116 6 0	274 8 3	173 15 5	564 9 8	0 13 8	485 19 9	1 1 0	33 15 4	520 16 1	0 12 7½	9	826
	Episcopal Schools in Scotland	55 0 0	242 9 2	168 5 2	114 10 1	580 4 5	0 15 4½	496 6 3	12 6 1	74 3 2	582 15 6	0 15 5½	14	734
	TOTAL		£ 3,795 12 11	8,103 15 0	7,711 13 5	2,646 2 11	22,257 4 3	0 19 9½	17,905 19 10	664 0 10	3,817 19 10	22,418 0 6	0 19 11	356



RIE

## HOOLS VISITED FOR SIMPLE INSPECTION ONLY.

	Number provided with House or Rent- free.	MISTRESSES.			INFANTS' MISTRESSES.		
		Average Salary.	Number on which Average is taken.	Number provided with House or Rent- free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent- free.
		£ s. d.			£ s. d.		
2	—	—	—	—	—	—	—
7	7	27 15 4	15	6	25 8 2	4	1
7	16	40 15 0	4	1	28 14 5	5	1
5	5	25 0 7	16	5	19 0 0	2	1
9	4	28 5 0	10	5	27 0 0	1	—
1	3	34 8 9	8	4	23 3 8	1	—
4	4	31 18 10	6	4	28 4 10	1	—
7	3	26 16 7	2	1	23 4 8	1	—
20	15	30 13 9	24	6	30 8 0	5	1
6	10	25 7 7	34	17	20 0 0	1	1
26	1	18 0 0	1	—	—	—	—
3	3	27 10 0	2	—	—	—	—
4	7	25 3 2	5	4	—	—	—
1	—	—	—	—	—	—	—
2	—	—	—	—	—	—	—
2	—	—	—	—	—	—	—
3	—	—	—	—	—	—	—
4	—	—	—	—	—	—	—
2	—	—	—	—	—	—	—
1	3	26 0 0	1	1	—	—	—
1	—	—	—	—	—	—	—
1	—	—	—	—	—	—	—
1	—	—	—	—	—	—	—
1	1	—	—	—	—	—	—
1	—	—	—	—	—	—	—



## RESULTS OF INSPECTION—continued.

## SALARIES OF TEACHERS (certificated as compared with uncertificated).

DISTRICTS.		SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.																		SCHOOLS VISITED FOR SIMPLE INSPECTION ONLY.								
		MASTERS.						MISTRESSES.						INFANTS' MISTRESSES.						MASTERS.			MISTRESSES.			INFANTS' MISTRESSES.		
		Certificated.			Uncertificated.			Certificated.			Uncertificated.			Certificated.			Uncertificated.			Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.									
IN COUNTIES OF—		£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.		
Church of England Schools.	Middlesex	110 12 7	185	108	82 16 3	6	2	75 8 10	168	106	48 7 7	15	9	64 8 5	66	46	42 3 11	48	20	—	—	—	—	—	—	—	—	—
	Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester	90 3 6	256	163	52 1 0	41	27	60 4 0	185	120	34 15 8	52	30	60 4 8	36	17	31 9 1	57	31	40 8 2	10	7	27 15 4	15	6	25 8 2	4	1
	York	92 1 7	346	232	58 3 6	40	27	66 0 4	149	50	32 12 4	56	32	62 4 8	45	20	32 10 6	46	12	45 3 11	29	16	40 15 0	4	1	28 14 5	5	1
	Cornwall, Devon, Dorset, and Somerset	82 14 1	241	141	49 0 10	32	15	55 12 1	155	94	32 1 10	62	30	59 7 7	25	16	26 14 5	32	11	37 6 9	10	5	25 0 7	16	5	19 0 0	2	1
	Essex, Norfolk, and Suffolk	87 10 11	121	81	51 13 11	23	19	57 2 7	121	76	27 16 11	49	20	48 18 5	16	4	31 7 11	17	6	47 6 10	12	4	28 5 0	10	5	27 0 0	1	—
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	88 2 7	222	153	49 14 5	29	21	59 11 3	137	71	30 0 11	45	13	55 3 7	43	24	27 8 1	15	5	46 10 1	9	3	34 8 9	8	4	23 3 8	1	—
	Kent, Surrey, Sussex, and Channel Islands	93 7 7	288	221	59 8 2	49	34	62 16 0	232	171	35 4 6	44	27	56 16 9	69	54	34 11 8	50	27	44 1 8	6	4	31 18 10	6	4	28 4 10	1	—
	Lancaster, and Isle of Man	102 10 4	283	144	64 18 0	29	17	71 13 4	174	47	38 4 2	24	12	62 18 2	98	26	36 5 2	43	10	69 5 8	5	3	26 16 7	2	1	23 4 8	1	—
	Chester, Salop, and Stafford	93 6 6	273	175	53 15 1	36	20	62 1 5	191	95	36 11 5	33	17	52 9 3	48	17	31 13 4	67	18	45 0 11	29	15	30 13 9	24	6	30 8 0	5	1
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	87 4 8	104	84	58 19 3	12	6	57 1 0	102	78	33 17 9	24	17	51 0 11	21	16	34 2 6	18	9	50 2 11	16	10	25 7 7	34	17	20 0 0	1	1
	Berks, Hants, and Wilts	87 9 9	176	136	51 2 6	32	26	58 4 0	135	95	35 2 6	52	45	58 15 5	22	14	29 6 9	33	15	42 7 8	3	1	18 0 0	1	—	—	—	—
	Cumberland, Durham, Northumberland, and Westmoreland	91 12 3	165	95	63 7 10	4	3	62 9 9	56	23	44 3 9	8	5	55 3 10	9	4	43 13 7	5	4	55 15 0	8	3	27 10 0	2	—	—	—	—
	Wales	81 19 3	185	138	46 3 9	26	14	63 2 11	41	24	32 7 9	31	19	61 19 10	8	4	30 0 0	13	6	38 9 1	15	7	25 3 2	5	4	—	—	—
	Cornwall, Lancaster; and part of Chester, Cumberland, Caernarvon, Denbigh, and Flint	114 7 8	121	34	77 15 11	8	1	73 6 7	47	7	36 12 11	21	4	66 9 3	29	4	38 0 3	10	1	—	—	—	—	—	—	—	—	—
	Oxford, Sussex; and part of Berks, Buckingham, Essex, Hertford, Kent, and Middlesex	116 5 10	65	20	132 2 2	5	2	71 19 1	49	13	64 7 5	5	2	64 6 2	19	6	33 2 8	3	—	—	—	—	—	—	—	—	—	—
	Gloucester, Hereford, Monmouth, Worcester, Brecon, Caernarvon, Cardigan, Glamorgan, and part of Somerset	99 4 3	94	33	79 15 1	12	2	69 6 2	37	15	49 4 0	10	4	55 12 0	16	6	47 11 4	6	5	42 10 0	2	—	—	—	—	—	—	—
	Devon, Dorset, Hants, Surrey, Wilts; and part of Berks, Buckingham, Cumberland, and Somerset	100 13 5	83	19	63 1 8	11	3	73 7 7	35	7	37 10 6	16	6	62 9 3	13	5	45 0 0	1	—	—	—	—	—	—	—	—	—	—
	Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; and part of Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex	101 14 10	118	40	60 14 5	9	4	71 4 1	44	9	38 14 0	14	7	61 8 4	21	3	30 18 1	9	1	—	—	—	—	—	—	—	—	—
	Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; and part of Chester, Derby, Caernarvon, Denbigh, and Flint	99 19 1	98	36	63 5 2	8	2	69 16 9	27	4	27 0 1	8	3	63 3 10	20	2	38 4 0	4	—	—	—	—	—	—	—	—	—	—
	Durham, Northumberland, and York	104 18 5	132	68	79 0 0	1	1	68 18 5	35	10	36 11 11	13	7	63 16 10	29	3	30 2 6	2	1	51 17 6	8	3	26 0 0	1	1	—	—	—
	Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery	82 16 9	44	14	46 19 8	7	1	58 15 2	95	51	35 0 0	1	1	53 1 4	27	13	28 2 3	18	11	—	—	—	—	—	—	—	—	—
Roman Catholic Schools.	Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caernarvon, Cardigan, Glamorgan, Pembroke, Radnor; and part of Warwick	81 13 3	36	10	56 10 0	3	1	62 4 4	44	24	51 6 5	5	2	53 7 8	13	6	28 9 0	8	5	—	—	—	—	—	—	—	—	—
	Durham, Northumberland, York, Scotland; and part of Warwick	82 13 5	29	12	52 5 0	4	3	59 14 11	44	23	37 1 0	4	2	53 2 10	7	3	28 2 6	8	5	35 0 0	1	1	—	—	—	—	—	—
Schools connected with Church of Scotland.	Argyll, Berwick, Bute, Clackmannan, Dumfries, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; and part of Inverness, Perth, Ross and Cromarty	93 9 6	222	154	96 5 9	21	10	54 2 8	80	53	48 17 9	9	—	—	—	—	46 1 10	5	1	—	—	—	—	—	—	—	—	—
	Ayr, Dumfries, Kircudbright, Lanark, Renfrew, and Wigtown	111 15 0	180	101	52 13 11	7	1	60 3 6	65	39	39 1 4	3	3	—	—	—	30 0 0	1	—	76 2 8	40	20	42 8 4	11	9	32 10 0	2	—
Free Church Schools.	Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney and Shetland, Sutherland; and part of Inverness, Perth, and Ross and Cromarty	93 7 4	157	116	60 2 1	11	9	56 5 4	47	34	50 18 0	1	1	—	—	—	39 7 9	3	2	92 16 7	3	3	33 12 0	2	—	—	—	—
	Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, Sutherland; and part of Inverness, and Western Isles	90 5 4	233	140	55 7 6	12	2	55 7 5	66	33	30 0 0	1	1	—	—	—	34 2 0	1	—	59 6 1	6	2	34 15 0	4	2	—	—	—
Episcopal Schools in Scotland.	Argyll, Ayr, Bute, Dumfries, Dumfries, Kircudbright, Lanark, Renfrew, Wigtown; and part of Inverness and Western Isles	95 17 1	132	79	67 0 0	7	—	60 2 1	28	13	32 9 8	4	2	58 2 10	7	2	23 6 8	3	2	56 19 7	6	3	33 10 7	4	1	—	—	—
	—	75 8 8	46	21	37 17 6	5	2	57 3 2	35	17	34 18 1	7	4	—	—	—	20 0 0	1	—	33 10 9	6	3	23 18 2	9	1	44 9 1	2	1
TOTAL		94 10 3	4,635	2,768	58 16 10	490	275	62 15 5	2,624	1,402	34 18 9	617	325	59 7 9	707	315	33 4 2	527	208	52 0 4	224	113	29 3 6	158	67	28 8 8	25	6

## RESULTS

## FOR SIMPLE INSPECTION ONLY.

Total Number of Schools from which Returns are taken.	Proportional Proportion of those Children paying per Week			
	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.
215	—	—	—	—
380	39·06	8·79	1·84	·51
440	64·04	18·12	4·91	2·62
375	35·52	5·2	·57	·34
217	22·17	2·13	2·24	2·24
312	51·46	13·74	7·17	5·7
414	14·13	—	—	—
365	36·11	20·1	7·3	1·79
397	40·05	14·78	3·71	2·48
175	35·81	4·78	·06	·96
301	1·66	—	—	—
203	34·8	29·6	17·4	9·6
224	25·32	12·66	5·52	—
131	—	—	—	—
82	—	—	—	—
106	41·51	—	—	—
107	—	—	—	—
134	—	—	—	—
107	—	—	—	—
152	27·77	39·6	17·15	11·99
111	—	—	—	—
68	—	—	—	—
55	52·57	1·71	—	2·29
257	—	—	—	—
178	45·5	25·38	9·92	1·75
184	—	—	—	—
230	66·95	12·39	3·7	1·74
123	43·48	16·26	3·58	—
64	47·75	6·	—	—
6,107	38·19	12·17	4·48	2·32

or General, or trifling, is such as the child does not require. It is, not for the child's benefit, but for the parent's convenience, that the child is required to work for wages, in addition to their weekly income, if the absence of the child



Tables.

(No. 4.)

## RESULTS OF INSPECTION—continued.

## SCHOOL FEES.\*

DISTRICTS.		SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.							SCHOOLS VISITED FOR SIMPLE INSPECTION ONLY.						
		Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
				One Penny, and less than Twopence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.			One Penny, and less than Twopence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.
IN COUNTIES OF—															
Church of England Schools.	Middlesex	215	70,541	29.19	51.44	11.88	4.69	2.8	—	—	—	—	—	—	—
	Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester	380	59,350	44.47	41.27	10.7	2.61	.95	14	978	49.8	39.06	8.79	1.84	.51
	York	440	82,571	14.5	56.67	21.15	6.33	1.35	30	2,483	10.31	64.04	18.12	4.91	2.62
	Cornwall, Devon, Dorset, and Somerset	375	53,043	64.04	29.39	3.98	1.44	1.15	11	884	58.37	35.52	5.2	.57	.34
	Essex, Norfolk, and Suffolk	217	31,712	53.07	37.97	5	2.81	1.15	10	893	71.22	22.17	2.13	2.24	2.24
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	312	51,201	29.86	50.3	13.85	4.28	1.71	10	684	21.93	51.46	13.74	7.17	5.7
	Kent, Surrey, Sussex, and Channel Islands	414	80,270	40.08	50.49	5.46	2.66	1.31	5	630	85.87	14.13	—	—	—
	Lancaster, and Isle of Man	365	97,193	20.44	56.02	15.8	6.26	1.48	7	781	34.7	36.11	20.1	7.3	1.79
	Chester, Salop, and Stafford	397	71,337	22.62	53.9	16.53	5.52	1.43	40	3,099	38.98	40.05	14.78	3.71	2.48
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	175	23,787	62.19	30.94	4.64	.93	1.3	28	1,776	58.39	35.81	4.78	.06	.96
	Berks, Hants, and Wilts	301	43,288	61.46	30.13	4.61	1.87	1.93	3	181	98.34	1.66	—	—	—
	Cumberland, Durham, Northumberland, and Westmoreland	203	29,535	24.86	46.33	18.5	7.99	2.32	7	500	8.6	34.3	29.6	17.4	9.6
	Wales	224	31,614	59.25	29.81	7.6	3	.34	14	869	56.5	25.32	12.66	5.52	—
	Cornwall, Lancaster; and part of Chester, Cumberland, Caernarvon, Denbigh, and Flint	131	36,476	10.22	41.95	23.6	17.33	4.9	—	—	—	—	—	—	—
British, Wesleyan, and other Schools not connected with Church of England.	Oxford, Sussex; and part of Berks, Buckingham, Essex, Hertford, Kent, and Middlesex	82	21,191	12.57	36.57	23.41	17.6	7.85	—	—	—	—	—	—	—
	Gloucester, Hereford, Monmouth, Worcester, Brecon, Caernarthen, Cardigan, Glamorgan, Pembroke; and part of Somerset	106	23,658	30.75	39.33	19.48	9.62	.82	1	53	58.49	41.51	—	—	—
	Devon, Dorset, Hants, Surrey, Wilts; and part of Berks, Buckingham, Cumberland, and Somerset	107	21,304	33.76	37.86	13.35	11.76	3.27	—	—	—	—	—	—	—
	Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; and part of Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex	134	26,053	20.08	37.52	25.44	13.08	3.88	—	—	—	—	—	—	—
	Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; and part of Chester, Derby, Caernarvon, Denbigh, and Flint	167	20,502	20.75	35.02	19	21.15	4.08	—	—	—	—	—	—	—
	Durham, Northumberland, and York	152	32,220	7.62	40.21	27.25	21.98	2.94	8	659	3.49	27.77	39.6	17.15	11.99
	Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery	111	26,757	53.5	33.35	7.32	3.95	1.88	—	—	—	—	—	—	—
	Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caernarthen, Cardigan, Glamorgan, Pembroke, Radnor; and part of Warwick	68	13,742	80.6	14.51	2.84	1.8	.25	—	—	—	—	—	—	—
	Durham, Northumberland, York, Scotland; and part of Warwick	55	10,942	61.21	27.13	7.7	3.89	.07	1	175	43.43	52.57	1.71	—	2.29
	Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; and part of Inverness, Perth, and Ross and Cromarty	257	28,801	16.78	35.44	29.53	9.01	9.24	—	—	—	—	—	—	—
Schools connected with Church of Scotland.	Ayr, Dumfries, Kirkcudbright, Lanark, Renfrew, and Wigtown	178	26,000	10.16	36.1	33.92	11.48	8.34	27	2,167	17.45	45.5	25.38	9.92	1.75
	Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney, Shetland, Sutherland; and part of Inverness, Perth, and Ross and Cromarty	184	18,850	18.69	41.85	26.12	8.58	4.76	—	—	—	—	—	—	—
	Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, Sutherland; and part of Inverness and Western Isles	230	29,071	13.46	39.13	28.44	9.98	8.99	5	460	15.22	66.95	12.39	3.7	1.74
Free Church Schools.	Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; and part of Inverness and Western Isles	123	16,580	9.39	34.7	33.11	8.9	13.9	8	867	36.68	43.48	16.26	3.58	—
	Episcopal Schools in Scotland	64	7,948	46.35	39.52	11.16	2.68	.29	8	400	46.25	47.75	6	—	—
TOTAL		6,107	1,085,537	33.51	39.13	16.39	7.7	3.28	237	18,539	42.84	38.19	12.17	4.48	2.32

\* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education:—

"Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is, not for the sake of saving a penny per week, that a child is transferred from the School to the factory or the fields; but, for the sake of gaining a shilling or eighteenpence per week, and the mere opportunity of saving the penny by sending the child to a free school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it."



# REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, the Rev. J. G. C. FUSSELL, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the County of MIDDLESEX.

MY LORDS,

I HAVE the honor to present to you my report of the state of this district during the year ending on the 31st of August 1861.

I have been assisted during the whole period by my colleague, the Rev. W. Campbell, and for a considerable portion of it by Dr. Woolley; Messrs. Cook and Cowie, also, have inspected some schools during the brief intervals which the requirements of their more immediate duties have left available.

We have visited, for the purposes of annual grants, 236 institutions, containing 524 schools under separate teachers, viz. :—

Boys'	-	-	-	-	183
Girls'	-	-	-	-	174
Infants'	-	-	-	-	140
Mixed	-	-	-	-	27
Total					524

We found 62,115 children present at our inspection; the number in average attendance was 56,143.

Of the teachers employed, 438 were certificated. There were also 1,044 pupil-teachers, 7 probationary teachers, and 27 assistant-teachers.

The utmost number which the schools are calculated to accommodate is 78,612.

So far therefore from affording room for all who stand in need of education, they do little more than accommodate those who actually present themselves for instruction. In other words, the supply and the demand are barely commensurate. This may be shown as follows :—It appears from Summary D. that of 236 schools inspected by us, 215 have furnished returns of school-fees paid by 70,541 children. Assuming that the remaining 21 schools would have presented the same

Details of  
the year's  
work,

Amount of  
accommoda-  
tion afforded

by no means  
in excess of  
present re-  
quirement

average results, the total number of children paying school-fees in the 236 schools would be 77,431. Add to this the number of children paying no fees at all, and we arrive at a total not very different from, probably in excess of, the amount of accommodation provided; and obviously the dimensions of a school must be regulated, not by the average attendance of its scholars, but by the maximum of attendance.

Compared  
with those of  
last year.

The comparison of these results with those of last year will be as follows:—

	Increase.	Decrease.
In the No. of separate institutions visited - -	9	—
"      "      school-rooms under separate		
teachers - - -	15	—
"      of certificated teachers - - -	37	—
"      of pupil-teachers - - -	—	17
"      of probationary teachers - - -	—	—
"      of assistant teachers - - -	8	—
"      of children present at examination -	6,790	—
"      of average attendance - - -	11,520	—

The tables of school-age and school-stay for the years 1857, 1858, 1859, 1860, 1861 are as follows:—

Age.	Per-centage in the Years				
	1857.	1858.	1859.	1860.	1861.
Under 7 - - -	35·17	36·56	36·3	35·62	36·96
Above 7 and under 10 - -	38·37	38·01	37·22	38·13	37·10
Over 10 - - -	26·46	25·43	26·68	26·25	25·94

#### As to SCHOOL STAY.

	Per-centage in the Years				
	1857.	1858.	1859.	1860.	1861.
Less than 1 year - -	50·11	49·05	47·54	46·47	47·95
For 1 year - - -	22·15	21·64	22·46	22·73	21·59
For 2 years - - -	13·07	13·21	13·77	13·89	13·73
For 3 years - - -	7·92	8·04	8·09	8·47	8·52
For 4 years - - -	4·17	4·07	4·67	4·82	4·75
For 5 years and upwards -	2·58	3·36	3·47	3·52	3·46

It is notorious that a disposition has manifested itself in certain quarters to regard the reports of Her Majesty's Inspectors as far too indulgent and flattering to the schools which they visit, to represent their statements as made from hasty and superficial observation, and, as a consequence, to discredit their conclusions as resting upon unsound and insufficient premises. If, indeed, this estimate of our work were true, our reports would be not merely worthless, but prejudicial (in more respects than one), to the interests of education, and we should have justly forfeited the confidence which your Lordships' predecessors and yourselves have been pleased to repose in us. That it is not true is to a great extent proved by the acknowledged superiority of inspected over uninspected schools. Speaking for this district, for which alone I am entitled to speak, I do not hesitate to say that the charges to which I have referred are unfounded.

Practical character of H.M. inspectors' reports.

If any man of position and influence really believes that our work is performed in a perfunctory way, and that our reports fail as fair representations of the character and efficiency of the schools which we inspect, I think I can convince him of the contrary if he will place himself in my hands for a fortnight, or longer if he pleases. He will find that the lower classes are carefully examined; that religious knowledge, reading, writing, and arithmetic are the subjects to which the chief prominence is assigned; and that no amount of excellence in other subjects is accepted as a plea for failure in these. He will find that the tone and discipline of the school are carefully observed, that the instruction and training of the pupil-teachers are strictly inquired into, and that everything which bids fair to be practically useful or to establish a good understanding between teacher and children is commended and encouraged. And I sincerely believe that before we part he will have arrived at the conviction that so far from our inspection being merely formal or illusory, it is a close and searching investigation into the results of the year's work, not indeed as complete for all purposes as it might be, were more time at our disposal, but sufficient to supply the data for a just distribution of the Parliamentary grant.

They furnish a sufficient basis for just distribution of the Parliamentary Grant.

Of the general efficiency of the schools, I am able to repeat the favourable opinion which I have expressed on former occasions. Some of them are exceedingly good schools; as good, I think, as they are likely to be. Of many more it may safely be affirmed that they are good; well officered, well taught, and well ordered.

General efficiency of the schools in this district.

I could easily furnish a list of at least a score each of boys' and girls' schools which have for many years fulfilled in a

Reasons which deter me from



singling out  
individual  
schools for  
general com-  
mendation.

high degree the essentials of a thoroughly good school. The singling out, however, of individual cases in this way for general commendation is open to serious objection.

Few schools remain long in one stay; they bear within themselves the elements of continual change.

Even when the teachers remain steadily at their post, as, I am happy to say, is very generally the case, the unavoidable change of pupil-teachers, and the ceaseless ebb and flow of the children, as in succession they rapidly disappear and are replaced by others not less changing than themselves, render it a matter of no slight difficulty to keep up year by year a condition of uniform efficiency. Then again, most schools, like most men, have their weak as well as their strong points, and this from mere force of circumstances.

The district may be rich or poor, the demand for labour continual or intermittent, the neighbourhood healthy or unhealthy, trades which afford employment to young children may or may not be at hand, the schools may be well or ill situated, commodious or incommodious, with playgrounds or without them,—add to all these disturbing forces yet another, the character of the labouring population from which the children in any given school are drawn, and enough will have been said to show how difficult it is to praise one school, without injustice to others; for though undoubtedly a good school always implies more or less excellence in the teacher, yet the best teacher has not always the best school.

The following table, composed from returns made by the managers of several large schools in different parts of my district, may serve to illustrate what has been stated respecting the rapidity with which children pass from one school to another :—

1861.

Name of School.	Admitted.			Left.			Average Attendance.	Average No. on Books.	Admitted.			Left.			Average Attendance.	Average No. on Books.
	Total.	In Upper Half.	In Lower Half.	Total.	In Upper Half.	In Lower Half.			Total.	In Upper Half.	In Lower Half.	Total.	In Upper Half.	In Lower Half.		
Boys.									Girls.							
Islington, St. Michael's (6 classes).	245	16	229	290	55	235	138	240	*172	57	115	-	-	-	87	150
Hoxton, St. John's (8 classes).	623	146	477	599	188	411	282	371	†466	164	302	401	161	240	176	235

\* 5 classes.

† 8 classes.

Name of School.	Admitted.			Left.			Average Attendance.	Average No. on Books.	Admitted.			Left.			Average Attendance.	Average No. on Books.
	Total.	In Upper Half.	In Lower Half.	Total.	In Upper Half.	In Lower Half.			Total.	In Upper Half.	In Lower Half.					
Boys.									Girls.							
St. James', N.S., Westminster (8 classes).	260	74	186	248	80	168	270	322	*232	52	180	211	110	101	227	291
Hanover Square, United Day (9 classes).	105	23	82	109	45	64	183	245	†96	17	79	93	49	44	170	243
Home and Colonial, Juvenile, (8 classes).	73	23	50	51	34	17	125	150	-	-	-	-	-	-	-	-
Home and Colonial Model, Mixed, (8 classes).	126	63	63	88	48	40	121	148	-	-	-	-	-	-	-	-
St. Anne's, Limehouse, (8 classes).	383	48	335	363	142	221	287	346	353	86	267	-	-	-	205	303
St. George-in-the-East, Christ's Church (10 classes).	595	257	338	595	222	373	260	439	-	-	-	-	-	-	-	-
St. Mary's, St. George-in-the-East (6 classes).	171	54	117	136	60	76	119	134	-	-	-	-	-	-	-	-
Stepney, St. Thomas' (8 classes).	254	59	195	266	141	125	212	285	-	-	-	-	-	-	-	-
Marylebone, Christ's Chapel (8 classes).	192	34	158	192	95	97	260	300	-	-	-	-	-	-	-	-
Trinity, Upper Chelsea (7 classes).	159	59	100	163	110	53	195	244	-	-	-	-	-	-	-	-
Pimlico, St. Michael's (8 classes).	209	47	162	241	119	122	241	279	-	-	-	-	-	-	-	-
* 8 classes.									† 8 classes.							

It will readily be anticipated that in so large a number of schools, spread over such a county as Middlesex, a great variety of character and efficiency must present itself.

I. A few are purely village schools of the ordinary type, such as are met with in other counties.

II. A larger class comprises those in the small towns and the suburban villages, or those which are in the immediate neighbourhood of towns, or of some centres of special industry, as brickfields, factories, and market gardens.

III. Another and a most important class consists of those which are situated in quarters chiefly inhabited by the abouring classes. Most of those in the eastern and north-eastern suburbs come under this description, to which must also be referred several in the northern, eastern central, and south-western postal districts, and some others.

IV. Lastly, there are the schools situated in or close to the more opulent quarters of London, or in parishes containing a considerable proportion of resident inhabitants in more or less affluent circumstances.

Speaking generally, the schools in this last class have not to contend with any very serious financial difficulties. They

Different classes of schools found in the district.

Their financial resources compared.

command efficient local support, and whenever a fair case is made out for the requirement of additional funds, special appeals seldom fail to be liberally responded to.

The same may, for the most part, be said of Classes I. and II.

The schools in the former are chiefly supported by the clergymen and the landed proprietors. In the latter the burden is divided amongst a larger number of subscribers, and the rate of school payment is commonly somewhat higher.

Special difficulties of those in Class III.

The schools in the third class are those which afford cause for real anxiety. They draw their children in great part from the teeming populations which lie along the river side, and extend northwards through Bethnal Green and other adjoining districts. Poverty holds her court here, and when aggravated, as is periodically the case, by the prevalence of epidemic disease, or a general scarcity of employment, the pressure is extreme. To maintain a school in a state of efficiency under these circumstances is next to impossible without regular and large external pecuniary help. This is not to be wondered at, considering the poverty, and in many cases the intemperance of parents, and the consequent irregularity of their school payments. Again, in many of these large schools, it is found that a very large proportion of the parents are migratory to an extent that at first sight would appear almost incredible, and thus their children pass from, it may be, the lowest classes of one school into the lowest classes of another, without the teacher of either, hard working and conscientious though he may be, being able to satisfy himself, still less to satisfy others, that they have received any adequate benefit from his labours.

Important that they should be maintained in a state of great efficiency.

The schools, too, in these quarters, though amongst the least capable of supporting themselves, or of being supported by the residents of the district, require, nevertheless, as large and efficient, or even a larger and more efficient staff of teachers, than those in the more prosperous quarters.

If it be objected that such schools are unworthy of the exertions made to establish and sustain them, and that the labour and money and time required to produce results apparently so disproportionate, should be transferred to some kindlier and more productive field, I reply that I can imagine nothing more false in principle or more pernicious in practice.

The festering soil of these congregated masses *must* be tilled with a prudent hand, if we would not see it covered with such rank growths of vice and crime, as would, ere long, fill the



boldest economist with dismay, and bring upon us swift and irremediable ruin.

None can doubt that every one of our fellow-subjects has an equal claim upon our sympathising care in this matter. But if we can accomplish but a part of the great work which lies before us, if, indeed, of the many whose necessities plead for aid, some must be passed by from sheer inability to help all, then assuredly, we should, before all, and at almost any sacrifice, avert so terrible a source of incalculable evil to society at large, as would inevitably follow any extensive neglect of the education of the swollen and still swelling population of our great centres of industry.

In truth, however, the results for which these schools may lawfully claim credit are great. If we have to estimate work done, the resistance overcome must be taken into account. The performance of a vessel of inferior power may apparently exceed that of one indisputably her superior, but which has to contend with wind and tide, or which has a heavier vessel in tow. It is the work of the latter, nevertheless, which produces the greatest effect.

Great value  
of the results  
which they  
accomplish.

It appears to me that we can scarcely dwell too thankfully upon the results exhibited by schools of the class to which I have been referring. They may almost be said to have created new bonds of union and sympathy where their absence threatened to be most fatal, to have linked together classes heretofore all but strangers to each other, and to have substituted feelings of confidence and respect for those of distrust and hostility.

Perhaps no other country could have presented the same spectacle as England did during the late strikes,—lamentable enough they were,—and the spirit which prompted and maintained them was indeed to be deplored; but in the increased respect for property, and in the comparative absence of indiscriminate passion and lawless violence, even towards the masters against whom so determined a spirit of antagonism had been aroused, they differed widely from the strikes of former days. When it is considered that in the reading books, which have for many years past been in general use in our schools, the questions of capital, labour, wages, and other subjects, bearing upon the relations subsisting between employers and employed are carefully treated of, it can scarcely be questioned, that some share of the credit of the improvement to which I have alluded, may fairly be claimed on behalf of the schools upon which so many of our now adult labourers and artizans have, one period or another, during the last 10 or 15 years, been wholly dependent for whatever education they have received.

Their probable  
influence  
during the  
recent  
strikes.

Probable consequence of suddenly withdrawing from them any portion of their existing resources.

Doubtless it has been under the influence of such feelings as these, that the managers of schools in these comparatively destitute localities have undertaken their serious responsibilities. They have succeeded in establishing and maintaining a large number of good schools, many of them first-class schools; but this has only been accomplished by efforts the most strenuous and unceasing. In many cases they depend for a large proportion, not only of any extraordinary expenditure, but even of their ordinary income, upon the liberality of wealthier districts or of private friends, and I have strong reason to believe that if any considerable proportion of their present sources of income, whether from Government allowances or otherwise, were suddenly to fail or be withdrawn, many of these schools would be either wholly closed or reduced to a state of lamentable inefficiency.

Table showing proportions of different sources of school-income.

The proportions of the different sources of school-income, during the five past years, are as follows:—

Sources of Income.	Per cent. 1857.	Per cent. 1858.	Per cent. 1859.	Per cent. 1860.	Per cent. 1861.
Endowment - - -	6·77	6·84	7·65	7·14	5·48
Voluntary contributions -	46·83	46·21	46·56	47·4	45·62
School-pence - - -	29·71	31·03	32·19	32·86	34·13
Other sources - - -	16·69	15·92	13·6	12·6	14·77
Total - - -	100·	100·	100·	100·	100·

Steady increase in amount of receipts from school-pence;

Looking at the head of school-pence we observe the following results,—

Increase per cent in 1858	-	-	-	-	1·32
„ „ 1859	-	-	-	-	1·16
„ „ 1860	-	-	-	-	·67
„ „ 1861	-	-	-	-	1·27
Total increase in 4 years	-	-	-	-	4·22

or rather more than 1·1 per cent. per annum.

both in this district

In order to ascertain whether this rate of increase is exceptional or not I have compared it with that during the period, which has elapsed since 1852;—

The per-centage in 1857 was	-	-	-	29·71
„ „ 1852 „	-	-	-	23·87
Increase in the 5 years	-	-	-	5·84

or at the rate of nearly 1·17 per annum.

It must be remembered, however, that the district then comprised the counties of Bedford, Buckingham, and Hertford, since transferred to another district.

I have also compared the per-centage for all Church of England schools in the year 1852 with that for all Church of England schools in 1860 (the date of the last published return.)

The result is as follows :—

Per-centage throughout England and Wales in 1860 = 37·94  
 „ „ „ 1852 = 30·22

Increase in the 8 years - - 7·72

Or at the rate of ·965 per annum.

It appears, therefore, that the present average increase in receipts from school-pence in this district agrees substantially with the general result, and affords a fair basis for future calculation.

Of the schools which my colleagues and I have visited during the past year, it appears that 215 have furnished returns of school fees paid by 70,541 scholars.

Grounds for looking forward to a continuance of this increase.

The following table shows the proportion per cent. of those children paying during the time they were at school, the different fees specified therein :—

Table showing proportion per cent. of children paying different school-fees specified.

Centesimal Proportion of those Children paying per Week.

One Penny, and less than Twopence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.
29·19	51·55	11·88	4·69	2·8

Since, therefore, nearly 30 per cent. of the whole number are now paying at the lowest rate, and more than 50 per cent. of the whole at the lowest rate but one, there is evidently sufficient margin to justify our presuming that the receipts for school-pence may, not improbably, continue for many years to increase as hitherto.

Conclusion therefrom.

If this expectation be realized, we may hope to find them at no very distant day constituting possibly 50 per cent. of the school-income, instead of 34·13 per cent., as at present.

If, however, this gratifying result is to be attained, it is essential that the schools be continued in an efficient state.

At present there is a growing conviction in the minds of parents that the education afforded them is worth paying for;



and they do pay for it more and more every year. At my yearly visits of inspection many a little one is now pointed out to me as the child of a former scholar in that very school, or under that same teacher. Every year will increase in number and in strength the bonds to which such associations as these give rise, and their influences will extend in rapidly widening circles.

Pupil-teachers.

The question of pupil-teachers is one of primary importance, and may become ere long an anxious one. There has, for some time past, been more or less difficulty in procuring suitable male candidates for apprenticeship, but the prestige of Government recognition, and its prospective advantages, have induced many parents to apprentice their boys for a smaller stipend than could have been earned in other occupations.

Female candidates of a desirable class have usually presented themselves in sufficient numbers, because few occupations offering equal advantages have been open to girls.

Their general progress satisfactory.

Their success at late examination for Queen's scholarships.

The progress made by the pupil-teachers of this district during the past year has been generally creditable. The total number of successful candidates for Queen's scholars at Christmas 1861 was :—

-----				Males.	Females.
First class	-	-		169	202
Second class	-	-		229	231
Total	-	-		398	533

Of whom this district claims—

-----				Males.	Females.
First class	-	-		16	39
Second class	-	-		18	38
Total	-	-		34	77

Examination of female pupil-teachers in needlework.

The examination of the female pupil-teachers in needlework continues to yield very satisfactory results. I have been able to raise the standard, while at the same time the average proportion of those obtaining low marks has been considerably lessened.

List of schools

whose pupil-

The following are the schools whose pupil-teachers have obtained the most satisfactory average of marks :—

Bethnal Green, St. Matthew's.  
 " St. Simon Zelotes'.  
 Charterhouse, St. Thomas'.  
 " Golden Lane.  
 Chelsea, St. Saviour's.  
 " Trinity.  
 City of London, First.  
 Enfield, Highway.  
 " Lock.  
 Fulham, All Saints'.  
 Harrow.  
 Hampstead.  
 Hanwell.  
 Hanover Square, District.  
 " United Day.  
 Hampstead Parochial.  
 Hornsey.  
 Holborn, St. Andrew's,  
 Holloway, St. James'.  
 " St. John's (Upper).  
 Hillingdon.  
 Highgate, St. Michael's.  
 Islington, All Saints'.  
 " St. Jude's.

Islington, St. Mary's.  
 Marylebone, Central.  
 " Nutford Place.  
 " Trinity.  
 Northwood.  
 Old Street Road, St. Mark's.  
 Paddington Green, St. Mary's.  
 Pimlico, St. Michael's.  
 St. Pancras, National.  
 " Christ's Church.  
 " St. John's.  
 St. John's Wood, St. John's.  
 St. Martin's, Northern.  
 Stepney, St. Peter's.  
 Staines.  
 Tottenham Green.  
 Walham Green.  
 Westminster, Central.  
 " St. James'.  
 " St. Margaret's and  
 St. John's.  
 " St. Stephen's.  
 Whitelands Model.  
 Whitechapel, St. Mark's.

teachers  
 have ob-  
 tained the  
 most satis-  
 factory ave-  
 rage of  
 marks for  
 needlework.

Subjoined is a tabulated statement of the subjects in which the pupil-teachers in this district will be examined in religious knowledge during the years 1862 and 1863 :—

Tabulated  
 statement of  
 subjects for  
 examination  
 in religious  
 knowledge  
 during 1862  
 and 1863.

SUBJECTS FOR 1862.

*First Year.*

Holy Scripture :—

1. Genesis.
2. Outlines of Old Testament History, and the chief types and prophecies referring to our blessed Lord.
3. St. Matthew's Gospel.
4. Acts, to end of chapter xiv.

For Examination of Pupil-teachers of the 1st, 2nd, and 3rd years, during 1862.\*

Catechism and Liturgy :—

1. Catechism, with Scriptural illustrations.
2. The order and contents of the Daily Service.
3. The first 12 Articles, with Scriptural proofs and illustrations.

*Second Year.*

Holy Scripture :—

1. Isaiah, to end of chapter xxxix.
2. St. Matthew's Gospel.
3. Acts of the Apostles.
4. Epistle to the Hebrews.

For Examination of Pupil-teachers of the 4th and 5th years, during 1862.

Catechism and Liturgy :—

1. Catechism, as in first year.
2. History and contents of the Book of Common Prayer.
3. The Articles, with Scriptural Proofs and illustrations.

\* Pupil-teachers of schools to whom our visit of inspection is due in January 1863 will probably be summoned for examination in December 1862; but they will nevertheless be examined in the subjects of 1863.

## SUBJECTS FOR 1863.

*First Year.*

## Holy Scripture :—

1. Deuteronomy.
2. Outlines of Old Testament History, and the chief types and prophecies referring to our Lord.
3. St. John's Gospel.
4. The Acts of the Apostles.

} For Examination of Pupil-  
teachers of the 1st, 2nd,  
and 3rd years, during  
1863

## Catechism and Liturgy :—

As in subjects for 1862, first year.

*Second Year.*

## Holy Scripture :—

1. The Book of Isaiah, from the beginning of chapter xl.
2. St. John's Gospel.
3. The Acts of the Apostles.
4. The Epistle to the Philippians, and the Epistle of St. James.

} For Examination of Pupil-  
teachers of the 4th and  
5th years, during 1863.

## Catechism and Liturgy :—

As in subjects of 1862, second year.

I have the honor to be, &c.

JAMES G. C. FUSSELL.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*



GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, the Rev. H. W. BELLAIRS, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of GLOUCESTER, HEREFORD, MONMOUTH, OXFORD, WARWICK, and WORCESTER.*

MY LORDS,

THE following table will show the increase of certificated teachers, apprentices, probationers, and assistants in my district during the past year.

	1860.		1861.		
Certificated teachers	- 442	-	484	increase	42
Pupil-teachers	- 835	-	875	"	40
Probationers	- 18	-	29	"	11
Assistants	- 5	-	17	"	12

The schools in which these teachers are engaged are, as a rule, doing a considerable work, in spite of certain defects which more or less prevail. In cases where the defects are prominent I should feel it my duty to report such schools to your Lordships as disqualified for a share in the Parliamentary grant.

#### READING.

I have taken much pains with this subject for many years, and am convinced that one of the great causes of bad reading is deficiency in general information and intelligence. A child may be taught to read fluently, and with proper attention to stops either in his own or a foreign language, whether he understands it or not, simply by constant practice. But mere practice in reading certain lessons over and over again will not of itself enable a person to read well. To read well, a thorough understanding of the meaning of the writer is necessary, as well as the power of expressing it. This, the children in our National schools do not possess. They do not understand the meaning of the words they read, nor the collateral subjects so frequently introduced, and the consequence is, that we have but a small number of good impressive readers in our elementary schools. I do not see how this is to be corrected, as long as the attendance is irregular, and the removal from school early. Much has been done of late years in improving the fluency, and destroying the monotonous sing-song drawl which universally prevailed, but more schooling and age are requisite in order to secure thoroughly good reading.

### WRITING, DICTATION, ARITHMETIC, RELIGIOUS INSTRUCTION.

The writing in the first classes is generally good; the dictation fair. A great improvement has taken place in arithmetic during the last two years, which I attribute to the increase of "mental arithmetic." As a rule, the religious instruction is well attended to.

### NEEDLEWORK.

I have sometimes to complain of the way in which this is managed, and find that some such plan as the following answers best :—

1. A good supply of material, calico, print, flannel, worsted, cotton, scissors, needles, &c., laid in stock. Five pounds will do this well in a moderately sized school.

2. One afternoon in each week set apart for mending, when the children should bring clean their ragged clothes and stockings, in order to learn mending, patching, darning, &c.

3. The girls regularly classified according to skill, and no girl allowed to enter one class until she can work well in all the branches taught in the classes below it.

4. Cutting out, and setting or placing, taught in every class of the school, commencing with paper.

5. The elder girls to bring their own materials, and with the assistance of the mistress to cut out and make their own clothes.

6. Make garments for sale ; charging for each the cost price of the material, with some slight addition for the work, which is to be divided at certain times of the year among the ten best workers who constitute the first needlework class in the school. These garments to be ticketed and kept for sale, open at certain times for the inspection of the parents.

### JUNIOR CLASSES AND INFANT SCHOOLS.

There are considerable defects in the teaching of these classes which require improvement. In those schools where regularly appointed stipendiary monitors are employed, there is little to complain of, but where circulating monitors are engaged, the instruction generally is very meagre, methods unskilful, and results unsatisfactory. This is undoubtedly a very important question, especially when we consider the short time that children are at school, and the necessity of making as much progress as possible in the earlier periods of their education.

These same remarks apply to infant schools. This class of schools is, generally speaking, in but a moderate condition ;

sufficient attention is not paid to individual instruction, and to the importance of skilful methods in the earliest stages of reading, writing, and arithmetic. In too many instances the instruction is confined to simultaneous gallery lessons, in which a kind of loose, indolent preaching is accepted as a substitute for industrious, energetic teaching, and the consequence is, that when the children are promoted to the upper school, they have to begin those elementary subjects in which they ought to have made considerable progress.

#### DRILLING AND DRUM AND FIFE BANDS.

In many schools these have been introduced with success ; by the former the discipline has been greatly improved, and by the latter the children generally have derived a large amount of innocent pleasure, the parents and friends have acquired increased interest in the school, musical taste has been cultivated, a source of innocent gratification in youth and after life secured, and patriotism, with other high and humanizing influences, obtained. By them also, the children are rendered more fit for defenders of their country as volunteers if circumstances should call them to it.

#### INSPECTION.

So many remarks have been made during the past year on the subject of inspection that I think it well to lay before your Lordships the results of nearly 20 years' experience on the subject.

The object of inspection, I presume, is to ascertain and report upon the general condition of a school ; its material structure, size, and shape, with reference to the children in ordinary attendance, drainage, ventilation, heating, flooring, &c. : Its furniture and arrangements, desks, black-boards, registers, books, slates, &c. : The number of teachers, their skill and energy in management and teaching, with the "results" upon the children.

In this process an experienced inspector ascertains very rapidly the condition of the buildings, the playground, drainage, desks, furniture, books, registers, apparatus, &c. Having ascertained this, he turns to the organization and administration, the size and arrangement of the classes, the mode of maintaining discipline, the way in which the master manages his school, whether the lessons are graduated according to the attainments of the children, and how far he keeps up a continuous influence over every teacher and every child while devoting himself particularly to the one class he may



have in hand. Having satisfied upon this, the inspector directs himself to each sub-teacher in turn; the way in which he manages and teaches his class, whether he is skilful in his "methods" as well as energetic and industrious in his ways. While observing this, the inspector will necessarily form conclusions, not only upon the teachers, but also upon the intelligence, general knowledge, and attainments of the scholars; from long experience he will be able to arrive approximately at a general estimate of the results accomplished, and as each class passes under his eye he will attempt to test and verify his impressions and suspicions by a few questions as he may find them necessary.

The "phases" of schools, if I may use such a term, vary according to the number of subjects taught, and the way of teaching them. As a rule, however, the phases of a national school are seven:—

- |                           |                         |
|---------------------------|-------------------------|
| 1. Holy Scriptures.       | 5. Dictation.           |
| 2. Catechism and Liturgy. | 6. Arithmetic.          |
| 3. Reading.               | 7. Some higher subject. |
| 4. Writing.               |                         |

In some schools every subject is taught simultaneously, in others half the classes are engaged in noisy, while the other half are in quiet lessons.

The amount of time necessary to test simply the "method" of conducting each "phase" is not long. An experienced ear will detect, in a very few minutes, whether the teachers insist upon an attention to stops, whether they have broken down, or are attempting to break down, the sing-song drawl, and the broad dialect of the district; whether they allow the children to read like parrots, or endeavour to cultivate their intelligence, and make them understand the subject of their lesson, and express themselves correctly.

The experienced eye will test, in a few minutes, the skill of the teachers in conducting the writing lesson. A glance at the way in which the children are allowed to sit; the way in which they hold their pens; the mode of superintendence, &c.

In dictation the practised inspector will not require a long time before he settles in his mind the skill exhibited in the selection of passages, in the mode of dictating them, and in collecting the results.

In arithmetic, again, his practised eye and ear will shortly determine upon the way in which this branch of instruction is conducted. The kind of sums proposed; the way in which

their correctness is proved and errors detected ; the mode in which principles are explained, the black board used, and the mental arithmetic conducted.

To test accurately the religious teaching, more time is necessary, inasmuch as, along with the professional skill required for teaching secular subjects, a quiet and impressive manner, with a certain amount of deliberation, are essential, in order to produce the desired effects ; and in this subject, my own custom at least is, to take a part in the examination, in which I am frequently assisted by the clergyman of the parish.

The above, of course, does not contemplate an accurate estimate of the attainments of each child, without which it is impossible to determine the true condition of a school or the exact amount of work done. To report upon this, each child should be examined individually by the inspector, and a large amount of time over and above that spent in the process of inspection would of necessity be required. I have frequently attempted to examine the children of a school individually, as well as to conduct the inspection at the same time. But, with our present limited time, I have never been satisfied with the proceeding. I am strongly disposed to think that the individual examination of each child would reveal considerable defects in most of our schools, and that "inspection" of itself is not sufficient to secure that efficiency in our elementary schools which the country, with its present large expenditure, has a right to require.

#### SIMPLE-INSPECTION CASES.

In regard to the schools under simple inspection, I have merely to repeat what I have frequently said before ; they are generally inefficient, with no prospect of improvement until they are conducted by properly trained teachers. I would certainly rejoice extremely, if these simple inspection schools, and those in my district entirely unconnected with Government, could be brought within the reach of Government aid. But in too many of them the motive power is absent. The squire, or the clergyman, or the farmers have no appreciation of good schools, and unless compelled to do so, will not attempt to establish or support them. Whatever may be done to extend aid, I fear that there are many parishes in my district which will not stretch forth their hands to take it.

The following letter is from a respectable tenant farmer in a parish where the clergyman has been attempting, for many years, to establish a school, and where the children are collected

in a small, damp, cold cottage, because neither squire nor farmers will assist in building a school-room :—

DR REVD.

—— Farm.

I WILL give the same as my neighbour's dos towards the, School but I have alarg Famoly of my own to educate and is expencive to do, I am willing for the low clas of peopel to learn to read the, Bibal and to right but shall not contribut to anything more than that for anything more than that I consider to be a great injury to them

I remain yours

Respectful

To the Revd \* \*

\* \*

The same clergyman forwarded to me with this a note from his squire, in answer to his application for aid towards the expense of teaching the children in the cottage, which commences thus :—

MY DEAR SIR,

YOU are well aware of my opinion respecting the educating the poor orders, and after my stating last year that I should not again contribute, am surprised at your application.

In spite of the progress we have made, I am afraid there are still a great many parishes in somewhat the same state as this.

#### NIGHT SCHOOLS.

The night schools are doing a good work in the district and are entitled to encouragement ; in fact, they complete, in many instances, that education of the poor which was commenced in the day school, and terminated there at ten years old.

I am disposed to think that there are great mistakes as to the way in which early attainments are said to be lost. It is frequently asserted that the children who leave our schools at ten, soon lose entirely all they have learnt. I cannot believe this. On the contrary, my impression is, that a thing once learnt is learnt for ever, and however much it may appear to have escaped from its possessor, all that is wanting is opportunity and rubbing up to prove that it is there. The night schools afford these opportunities to those who leave the day school early, and enable their scholars either to keep up the learning they gained at the day school, or to recover it when it seems to be lost.

I have the honor to be, &c.

H. W. BELLAIRS.

To the Right Honorable

The Lords of the Committee of Council on Education.



## APPENDIX.

## NIGHT SCHOOLS INSPECTED in 1861.

Date.	Name of School.	Boys.	Girls.
February 5	Coventry, St. Peter's	63	36
" 12	Cradley	42	—
" 13	"	—	42
" 18	Redditch	51	—
" "	" Adults	16	—
" 19	"	—	60
March 4	Birmingham, All Saints'	—	37
" 18	St. John's Ladywood (2)	74	32
" 25	Lye (2)	56	14
" 26	Stourbridge	8	—
April 9	Birmingham, St. Bartholomew's (2)	89	22
August 26	" St. Philip's (2)	24	12
" "	" Bishop Rider's (2)	185	220
" 28	Coventry, St. Michael's (2)	31	76
" "	" St. Michael's, No. 3	—	53
September 26	Trinity	—	82
November 11	Birmingham, Christs' Church	—	56
" 26	Kidderminster, St. Mary's	—	98
" 27	"	45	—
" 28	St. John's	14	—
December 2	Halesowen	23	—
" 16	Cropredy	14	—
" 17	Dorchester	—	7
" 18	"	25	—
Total		760	847

No. of evenings employed - - - 21  
 No. of departments - - - 30  
 No. of night scholars - - - 1,607

H. M. CAPEL,  
 Her Majesty's Assistant Inspector.

GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, the Rev. E. D. TINLING, on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of CORNWALL, DEVON, DORSET, and SOMERSET.

MY LORDS,

Bath, 1862.

IN tendering my report of the state of elementary education in the South-western district for the past year allow me first to thank your Lordships for the special leave granted to me during my illness from 1st September 1860 until 1st February 1861.

Work done  
by H. M.  
inspectors.

During the past year 637 schools under separate teachers have been visited by myself and my colleagues, Rev. E. Arnold and Rev. W. W. Howard, in which schools 50,777 children were present at our examinations.

EMPLOYMENT OF TIME.

Number of Days.																	Departments inspected under separate Teachers.	Number of Children present at Examination.
	Inspecting Schools.		Examining Candidates.			Revising Papers.		Journeys.	General Report.	Correspondence and Conference.	Vacation and private Business.	Illness.	Sundays.	Total.				
	Elementary.	Normal.	Pupil-teachers.	Certificate.	Registration.	Pupil-teachers.	Teachers.											
Rev. E. D. Tinling -	92	3	15	-	-	7	-	2	6	34	46	108	52	365	147	10,446		
Rev. E. P. Arnold -	169½	-	11	8	-	6	9	5	-	47½	57	-	52	365	249	21,748		
Rev. W. W. Howard	167	-	11	8	-	7	19	5½	-	50½	45	-	52	365	241	18,583		

Teaching power in the schools under inspection.

In the four counties which form the south-western district there are 413 certificated teachers, 34 probationers, 12 assistant teachers, and 750 apprenticed pupil-teachers; so that it is evident the teaching power for our poor schools has increased steadily, and I am glad to be able to state that many of the schools in the smaller parishes throughout the district are now receiving the full benefit of the annual grants made by your Lordships. For many years the certificated teachers, from the fewness of their number, have been almost entirely engaged in our towns, and in the parishes of large population; but for some time past, owing to the increase in the number of certificated teachers, and by the assistance offered in the

Small parishes benefited by annual grants.

recent Minute, enabling teachers, "during the two years of their probation, to act as principal teacher in rural schools *not* likely to be attended by more than 100 scholars," an increasing number of trained and certificated teachers have been employed in our rural parishes of small population; *e.g.*, in the county of Somerset, previous to January 1862, there had been certificated teachers in more than 30 different parishes with population under 600. And there had been apprenticed pupil-teachers in 13 of these parishes.

With regard to the general efficiency of the schools visited by myself and my colleagues, I consider that on the whole the subjects which are taught to the children, their lessons on the Bible and Church Catechism, the reading and writing, the lessons in geography, and the needle-work in the girls' schools, are done with care and success; though I do not consider that the arithmetic is as practical as it should be; for whilst the children work sums set for them in a particular shape, they do not, in many instances, take down and work off with sufficient readiness and accuracy easy sums which may be given by dictation.

General efficiency of the schools.

At the same time the discipline and order of the schools, the honesty of the children at their lessons, and the straightforwardness which characterizes the school-work, are for the most part highly satisfactory; and these are each of them matters of the gravest moment, and attainable only by constant labour and perseverance on the part of the teachers. These results in their measure extend from the lowest to the highest classes. There are exceptions, and I fear such exceptions will always exist; but looking at the body of our trained teachers, and bearing in mind the large number of classes in their schools, I would state that I believe our certificated teachers in the west of England, both masters and mistresses, are fully alive to the duty devolving upon them of teaching the younger children in their schools as far as in their power lies, and at all times of supervising their teaching.

It is no easy matter, with irregularity of attendance and with a changing body of children, to maintain that proportionate advancement in the different classes which I firmly believe a very large body of our certificated teachers earnestly desire. And it appears to me essential to remember that it is only within the last few years that our school attendance has risen from 1 in 17 of our population to 1 in 7; for it is by this recent ingathering of numbers that we have brought under school instruction a very large body of wholly untaught and undisciplined children; and without a doubt a large number of these children in our schools are deficient in the

Certain causes of inefficiency.



simplest elements of school instruction; but I believe it to be a matter, not of neglect, but of sorrow, to many of the school teachers in my district, that they have been able to effect so little with these children who have been present for such short and irregular periods of time. And though it is felt by every one that these children have been improved by being brought under the influence of school discipline and order, it is moreover acknowledged that little advancement has been made in actual learning; and I cannot but think it most unfair to imply, because there is a large body of such children now in our schools, that therefore the certificated teachers as a body have neglected the primary and essential subjects of instruction, and are regardless of the lower classes in their schools.

Certificated  
teachers.

The opinion which I have formed of the certificated teachers in my district, with the experience of 15 years, is, that whilst they naturally differ most widely in power and ability, in good temper and aptness as individuals for the work which they have undertaken, they are, with extremely few exceptions, earnest in their calling and constant and diligent in the performance of their duties.

Age of the  
children and  
their at-  
tendance on  
school.

The age of the children attending school, and the time of their remaining in the same school, should be borne in mind in connexion with the amount of book knowledge which may fairly be expected from them. Of the children upon the registers in the schools visited by myself and my colleagues during the past year, I find that no less than 38 per cent. were under seven years of age, and at the same time 35 per cent. had been in school less than one year. These are discouraging facts to those who would look for great results in actual attainment; but with all these drawbacks, it is my firm conviction that both in attainments and in the moral character of the children the schools in my district have effected a very great amount of good for the working classes.

Pupil-  
teachers.

The pupil-teachers, as a body, have done their work very satisfactorily during the past year in school as teachers and in their paper examination.

Throughout the district, containing, as I have before stated, no less than 750 apprenticed pupil-teachers, I find that only seven during the past year have been removed for misconduct.

In a district comprising 674 parishes, with a population under 500, I should be glad to find pupil-teachers who have completed their fifth year's apprenticeship successfully recognized as fit teachers for our small country village schools (as suggested in my report of 1856); for I believe that they

would be found equal to the work which would devolve upon them in these small parishes; and by this means we should find that the education in our rural schools would be improved, without injury being done to the training institutions.

The religious instruction in the schools has been carefully attended to. It would not be difficult to mention one or two individual cases in which a want of judgment had been shown in the selection of the particular subject for the study of the children, but these exceptions are very few. The general character of the teaching in the Bible and Book of Common Prayer has been sound and practical, and likely to do real and lasting good to the children.

Religious instruction

I have already alluded to the opinion which I have formed, after careful inspection—inspection, not of the upper classes only, but of the schools throughout—respecting the present state of our school children as to their reading, writing, and arithmetic.

Instruction in reading, writing, and arithmetic.

I am certain that it is not possible to lay too great stress upon these three essential subjects of elementary teaching, and there can be no more sure test of a good school than to find, in addition to the religious knowledge, that these three every-day subjects are carefully and successfully taught. But a most unfair and untrue opinion has gone abroad respecting the state of our schools on these subjects. In time and with care they may be greatly improved, but the reading and writing are at this time very fair, considering the difficulties which teachers have to contend against in the irregularity of attendance and the short time during which the children are at school. In schools where any one of these subjects is imperfectly taught, or where the results appear to be unsatisfactory, if the payment of a portion of any grant which did not interfere with the pupil-teachers could be withheld upon the report of Her Majesty's inspector, I believe it would be very beneficial.

Means of increasing their efficiency.

The capitation grant, as at present administered, does not appear to bring with it a sufficient return. In some parishes in my district the money really is not wanted; and yet, as long as the grant is open for all those children who are present a certain number of days in a really good school, under a certificated teacher, the managers naturally seek for the grant, and appear to have a fair claim upon the country.

Capitation grant.

There has been a small increase in the income derived from school fees. In 1856 the school fees amounted to 5,771*l.* 4*s.* 4 $\frac{3}{4}$ *d.* in 265 schools, being an average of 21*l.* 8*s.* in each school. In the following year, 1857, the fees from

School fees.

300 schools amounted to 7,158*l.* 3*s.* 2*d.*, being an average of 23*l.* 17*s.* 2*d.*. During the past year, in 422 sets of schools, containing 40,554 children, the fees amounted to 11,251*l.* 0*s.* 10*d.*, which gives the average of 26*l.* 15*s.* on each school. These payments of the children might still afford a much larger source of income without injury to the working classes; for during the past year no less than  $\frac{6}{10}$  of the whole number of children have paid only the sum of 1*d.* per week, whilst  $\frac{3}{10}$  have paid 2*d.*, and the payments of  $\frac{1}{10}$  only have exceeded the sum of 2*d.* per week for an education which is sound and good, and in the generality of instances fairly extensive.

Voluntary  
contribu-  
tions.

The voluntary contributions continue to hold about the same proportion to the school payments as formerly. In the above-named 422 schools the voluntary subscriptions have been 16,231*l.* 11*s.* 6*d.*, making a total income from subscriptions and school fees of 27,482*l.* 12*s.* 4*d.*, which is an average of 65*l.* 4*s.* on each school.

Scheme for  
examination  
upon reli-  
gious know-  
ledge.

At the request of the school teachers, in my reports for 1853 and 1857, I published a scheme showing the particular portions of Holy Scripture and the Book of Common Prayer out of which the examinations for the different years of apprenticeship would be taken in my district. I see no cause to alter this scheme, and therefore take this opportunity of stating that the following will continue to guide me in setting the examination papers, until further notice be given to the contrary:—

Candidates for admission to repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture history.

#### END OF FIRST YEAR.

*The Bible, Old Test.*—Until the death of Moses.

” *New Test.*—Leading points of one Gospel.

*The Prayer Book.*—General idea of Morning and Evening Service. Text of Church Catechism (as before), with Scriptural proofs of Creed, and accurate knowledge of Lord’s Prayer.

#### END OF SECOND YEAR.

*The Bible, Old Test.*—Until the death of Samuel.

” *New Test.*—Fair knowledge of one Gospel.

*The Prayer Book.*—Morning and Evening Service, with Litany and Communion Service. Text of Church Catechism with Creed and Lord’s Prayer (as before), and Ten Commandments, as explained in the duty towards God and our neighbour.

#### END OF THIRD YEAR.

*The Bible, Old Test.*—Until revolt of Ten Tribes.

” *New Test.*—One Gospel, with miracles and parables of our Blessed Saviour.

*The Prayer Book.*—General idea of the Book of Common Prayer. Catechism as before, with Scripture proof for Sacraments.



END of FOURTH YEAR.

*The Bible, Old Test.*—Until Captivity of Two Tribes.

„ *New Test.*—One Gospel accurately, others generally, with some idea of their harmony.

*The Prayer Book.*—Book of Common Prayer, with Scripture proof for Church Catechism.

END of FIFTH YEAR.

*The Bible, Old Test.*—Until Malachi, inclusive.

„ *New Test.*—Harmony of Gospels, with the Acts of the Apostles.

*The Prayer Book.*—Book of Common Prayer.

I have the honor to be, &c.

E. DOUGLAS TINLING.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, the Rev. M. MITCHELL, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of ESSEX, NORFOLK, and SUFFOLK.*

MY LORDS,

I HAVE the honor to present unto your Lordships a report on the Church schools inspected in the Eastern district of England, between the 1st of September 1860 and the 31st of August 1861. The number of places visited by myself was 131, viz. :—

In Essex	-	-	-	-	74
In Norfolk	-	-	-	-	23
In Suffolk	-	-	-	-	34
Total	-	-	-	-	<u>131</u>

Of these, 51 were in towns ; 27 large villages ; 53 small villages.

In which were inspected—

—	Essex.	Norfolk.	Suffolk.	Total.
Boys' Schools -	25	12	12	49
Girls' " -	21	9	7	37
Mixed " -	46	10	19	75
Infant " -	13	9	6	28
Total -	105	40	44	189

The total number of children in these schools, when inspected, was—

Boys	-	-	-	-	11,314
Girls	-	-	-	-	7,774
Total	-	-	-	-	<u>19,088</u>

The number of miles travelled amounted to 3,388.

The Rev. F. Meyrick, my colleague, and the assistant inspector of the district, inspected in 174 places—

In Essex	-	-	-	-	40
In Norfolk	-	-	-	-	74
In Suffolk	-	-	-	-	60
Total	-	-	-	-	<u>174</u>

Of these, 26 were in large towns, 85 large villages, 63 small villages.

In which were inspected—

Boys' schools	-	-	-	28
Girls' "	-	-	-	29
Mixed "	-	-	-	146
Infants' "	-	-	-	19
Evening school	-	-	-	1
Industrial "	-	-	-	1
Total				224

The total number of children in these schools, when inspected, was—

Boys	-	-	-	7,726
Girls	-	-	-	8,117
Total				15,843

Thus the entire number of schools inspected in the district has been—

—				By the Rev. M. Mitchell.	By the Rev. F. Meyrick.	Total.
Boys'	-	-	-	49	28	77
Girls'	-	-	-	37	29	66
Mixed	-	-	-	75	146	221
Infants'	-	-	-	28	19	47
Night	-	-	-	—	1	1
Industrial	-	-	-	—	1	1
Total				189	224	413

And the entire number of children:—

Boys	-	-	-	11,314	7,726	19,040
Girls	-	-	-	7,774	8,117	15,861
Total				19,088	15,843	34,901



The following table shows the places at which general examinations of pupil-teachers and candidates for apprenticeship were held, and the numbers that attended.

	MALES.							FEMALES.							GRAND TOTAL.	Parishes.
	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.		
Fakenham	2	5	1	—	—	1	9	2	3	3	2	—	1	11	20	10
Saffron Walden	2	1	6	4	4	—	17	7	4	2	2	3	1	19	36	13
Great Yarmouth	2	2	5	8	3	6	32	3	5	4	7	2	4	35	67	14
Norwich	12	2	7	4	3	—	34	27	18	4	10	5	3	67	101	33
Lynn	4	5	6	3	4	2	24	8	5	4	3	1	2	22	46	13
Bury	5	3	6	1	3	—	18	10	7	3	3	2	1	26	44	16
Colchester	4	3	3	3	5	—	18	4	2	1	3	3	—	13	31	11
Halstead	3	3	2	2	1	1	12	13	1	1	4	1	2	22	34	11
Chelmsford	7	4	3	2	2	1	19	7	2	3	4	2	—	18	37	17
West Ham	13	4	4	5	8	—	34	11	7	8	6	8	—	40	74	19
Leigh	—	—	1	—	—	—	1	—	—	1	—	—	2	—	3	4
Ipswich	8	7	4	8	5	5	37	12	9	6	12	11	2	52	89	31
Saxmundham	—	1	2	1	2	1	7	—	—	1	—	1	—	2	9	5
Halesworth	—	4	1	1	—	2	8	5	4	5	2	1	1	18	26	10
Total	—	—	—	—	—	—	270	—	—	—	—	—	—	348	618	205

The examinations at Fakenham and Saffron Walden were held by Mr. Meyrick.

The numbers last year were—

Males.	Females.	Total.	Places.
270	331	601	167

showing an increase this year of 17 pupil-teachers and candidates, and of 38 places, making applications.

Of the condition of the schools inspected by myself in the last year, I am enabled to make the following statement. I found in—

	Good.	Fair.	Moderate.	Bad.	Total.
Essex	26	53	24	2	—
Norfolk	16	18	6	—	—
Suffolk	15	19	9	1	—
Total	57	90	39	3	189

In the moderate and bad schools are only four certificated teachers, of whom two had been appointed only immediately before my visit.

I am happy to report good progress in almost all of the schools. The work on paper is in general very fairly executed. The reading is improved, but there still remains the defect

of the uninteresting and unprofitable nature of the books supplied to the schools; and I am inclined to think that too much time is employed in repetitions of the mere elementary monosyllabic books.

The girls' schools have improved in needlework. A lady at Woodford Bridge furnished the girls' school with 40 dolls, which the girls dressed completely. I mention this as an example which may be profitably followed elsewhere. In general the religious knowledge is fair, as respects saying the catechism and having an outline acquaintance with Holy Scripture.

As a rule the oral teaching is better than the reading, writing, and arithmetic. In some schools, as might be expected, certain subjects are better taught than others. While able to report favourably of most schools, still in many sufficient attention is not paid to discipline, and too often matters of civilization and manners and a good and proper demeanour are overlooked, also cleanliness of person and neatness of dress. The provision for propriety and decency in the offices is often very inadequate, and in some schools due attention to cleaning the desks, washing the floors, &c., is not paid, so that the accumulation adds much to their unwholesome condition. New schools have been built at Parnden, Wangford, Belton, Catton, Tillingham, Hallesville, Epping, West Ham.

These are all very satisfactory, and most of them exceedingly handsome. The ventilators are in some schools stopped up on account of the draughts.

It is not necessary to revert to ventilation of schools or method of lighting, both of which need still the greatest attention, and on account of which I am much at issue with many of the managers. I trust they will see I can have no other motive than the health and comfort of the teachers and scholars,—points they have quite as much at heart as myself.

It is sometimes said that the school cannot be ill-ventilated, as it is very lofty and large. This is so common a mistake that I think it right to correct it; large rooms are not necessarily better ventilated than small ones. If shut up, the air becomes equally impure from the breathing of the children. Every room, large or small, is ill-ventilated if there be not sufficient openings to allow of the whole of the atmosphere being constantly changed by the admission of fresh air, and this not from passages or porches, but from the open.

The pupil-teachers promise to be a very valuable body. Few but have passed a very respectable examination on paper. Most of them have learned to repeat from 300 to 2,000 lines of poetry, and do it very well. At each general examination

I have called the attention of visitors to the fact that they do not appear to be in the least affected as to health, by the work they have to do, being quite as strong, both male and female, as the average of youths of their class.

The work required of them is by no means hurtful to their health. When health fails the defect may mostly be traced to constitutional defects, to bad ventilation of their schools or sleeping rooms, or from endeavouring to make up in the last six weeks or three months the deficiencies in the work that should have been regularly commenced at the beginning of the year, and continued all through it.

There is not the slightest occasion for going to bed late or getting up at untimely hours to perform the work required. Great part of it should be learned in the school by the practice of teaching, as history, geography, arithmetic, and grammar, and the rest is slight strain on the mind if properly proceeded with. The break-down takes place when a great deal is attempted by teachers ignorant how to teach. In my best schools with well-trained teachers, I hear no complaints of too much being demanded of the pupil-teachers, nor can it be justly alleged if any one will take the trouble to compare what is required of them in their simple English education, and what is done by any of the fourth, fifth, or sixth form boys in our public schools. It is absurd to talk of the *work* injuring their health. The pupil-teacher work in this district has always been kept to a very high standard, and we have introduced, as extra, the memoriter work of 1,000 or 2,000 lines, and yet I am enabled to report generally that the health of the pupil-teachers is excellent.

In the class list of Queen's scholars at the Christmas examination there were placed from all England,—

Males	-	-	-	1st class	169	; 2nd class	299	; failed	180.
Females	-	-	-	"	202	; "	331	"	264.

In this district the numbers were—

Males	-	-	-	1st class	12	; 2nd class	12.
Females	-	-	-	„	12	; „	7 ; failed 4.

Of these,—

MALES.				TEACHERS.	
Wright, A. H.	Saxmundham	-	was in 5th place, being	7th candidate.	Mr. G. Letting.
Kersey, H.	Kesgrave	-	"	8th	Mr. F. A. Kent.
Wilding, D.	St. Matthew's, Ipswich	"	"	12th	Mr. Jno. Evans.
Humbling, W. H.	South Lynn,	"	"	17th	
All Saints'		"	"	13th	Mr. T. Flaxman.
Baldwin, G. T.	Colchester, Blue	"	"	20th	Mr. F. Smith.
Finch, Alex.	Colchester, Blue	"	"	20th	
		"	"	22nd	
		"	"	60th	
		"	"	60th	



FEMALES.

TEACHERS.

Day, Ada, Birch	-	-	was in	2nd place, being	2nd candidate.	Mr. Wm. Locke.
Gooch, H., Sudbury, All Saints'	-	-				
Phillips, E., Lynn, St. John's	"	14th	"	"	47th	"
Frampton, M. A., Mistley	"	15th	"	"	54th	"
Jones, E., Colchester, Blue	"	17th	"	"	63th	"
Sparkes, S., Stoke-by-Clare	"	17th	"	"	69th	"
Sewell, H., Hitcham	-	20th	"	"	93rd	"

It will be seen that there were more bracketed than usual this year.

Five years ago I commenced examining all inspected schools on paper; I have retained these results:—

The paper work of 309 schools in 266 parishes is in my hands, done in the last five years; they number 1,005 sets, worked each year as under:—

In 1857	-	-	-	-	-	109
1858	-	-	-	-	-	185
1859	-	-	-	-	-	215
1860	-	-	-	-	-	237
1861	-	-	-	-	-	259
Total -						<u>1,005</u>

I calculate the number of separate papers is about 28,000, and on looking through the papers of each school, and judging from the dictation chiefly, I should say that—

33	-	-	-	-	-	are excellent.
46	-	-	-	-	-	good.
114	-	-	-	-	-	fair.
37	-	-	-	-	-	pretty fair.
19	-	-	-	-	-	moderately fair.
60	-	-	-	-	-	moderate.

309\*

Of the 60 moderate and bad schools I find that 19 are at present under certificated teachers, but that only 5 have been under inspection during two years; the rest are either new schools, or have only lately been placed under inspection, or are under uncertificated teachers. I trust this statement, founded upon paper work done by the children in the presence of the inspector in the schools, may be deemed satisfactory.

The number of schools working on paper has much increased, and the number of children in each several school. In the best schools, except that more children are set to the work on

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\* The discrepancy between this report and the one made for the year above is to be accounted for by the former including papers supplied by the assistant inspector, and includes the whole district, while the latter only includes my own work.

paper, there is not any very perceptibly great improvement, but in the other schools the progress is very manifest. In 1857 the dictation was set from the reading books of the school; in 1860 I began to use paragraphs from newspapers; this trial is much more difficult, but two-thirds of the schools inspected are able to write fairly (the 1st class) from 15 to 20 lines in 20 minutes, the 2nd class writing the same quantity from their reading book, and their work is now almost equal to the work the 1st class used to perform in 1857. The ciphering, grammar, and geography, and scriptural knowledge have kept pace with the dictation.

The reading, as I have already stated, has improved, and though the children, even of the upper classes, may not, as a rule, read positively well, yet they read in such a way as to be able to understand whatever books and newspapers may come in after-life under their observation.

Moreover the absence of geography, grammar, and history by no means implies the presence of reading, writing, and arithmetic, since in those schools in which the higher subjects are well taught, the lower are, also for the most part, the best attended to.

There can be no doubt that the attention that has been drawn to the elementary subjects, and to the teaching of the lower classes during the last year, will produce good results, and that the schools, already much improved in every respect, will yet further improve in the time to come.

I have the honor to be, &c.

M. MITCHELL.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, the Rev. J. J. BLANDFORD, B.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of NORTHAMPTON, RUTLAND, LINCOLN, NOTTINGHAM, LEICESTER, and DERBY.*

MY LORDS,

January 1862.

I HAVE the honor to present to your Lordships a report of the schools inspected by myself and my colleague the Rev. H. B. Barry, between 31st August 1860 and 31st August 1861.

The number of schools (*i.e.* of institutions held in separate buildings and separately managed) that have been inspected, is 359. Of these 104 are boys', 102 girls', 68 infants', 230 mixed, making a total of 504 schools in which separate teachers are employed.

Number of schools inspected.

There were present at the examinations 24,777 males, 22,077 females; the average attendance was 21,049 males, and 18,483 females.

Number of children present at inspection.

With the exception of 17, the foregoing are schools to which annual grants are due. It is to be regretted that provision cannot be made for the inspection of schools to which annual grants are not due; the managers desire it, and a visit even once in two years would encourage them, and tend to effect improvement.

All schools liable to inspection should be visited.

The aggregate annual income of 351 schools, as stated by the managers, is 33,992*l.* 11*s.* 8*d.* Of this sum 13,750*l.* 1*s.* 8*d.* arises from voluntary contributions, 13,880*l.* 4*s.* 1*d.* from school pence, 2,764*l.* 19*s.* 9*d.* from endowments, and 3,597*l.* 2*s.* 2*d.* from other sources.

Annual income and expenditure of 351 schools.

The total expenditure of these 351 schools amounts to 38,736*l.* 16*s.* 11*d.* Of this sum 28,431*l.* 16*s.* 5*d.* was paid in salaries, 2,598*l.* 14*s.* 3*d.* in books and apparatus, and 7,796*l.* 6*s.* 3*d.* in miscellaneous items of expenditure.

The average salary of certificated masters is 88*l.* 2*s.* 7*d.*, of mistresses, 59*l.* 11*s.* 3*d.*, of infant school teachers, 55*l.* 3*s.* 7*d.*

Average salary of certificated masters and mistresses.

The number of certificated teachers is 399, of probationary 22, of assistant teachers, 11.

Number of certificated teachers, probationers, and assistants.

I have to report favorably of the attention of certificated teachers to their schools. It has been remarked that there is a general tendency amongst them to pay undue attention to

Certificated teachers do not ordina-



rily neglect  
the lower  
classes.

the upper classes, whilst the lower part of the school is neglected or left to the pupil-teachers. That this does occur in some schools where there are certificated teachers is true ; that it is generally or often the case is contrary to the experience I have had in examining their schools. Whenever such neglect has been detected at the inspection, the attention of the teacher has been strongly drawn to the circumstances, as indicating a very imperfect conception on his or her part of the duties of a teacher. Both my colleague and myself make, as far as we can, a careful examination of every class, and form our estimate of the state of the school not simply from the results of the examination of the upper classes, but from the proportionate progress of all.

Pupil-teach-  
ers.

The number of pupil-teachers in this district is 672. Collective examinations have been held in the course of the year at Northampton, Lincoln, Grantham, Spalding, Boston, Nottingham, Leicester, and Derby.

Pupil-teach-  
ers are not  
over-worked.

It has been asserted that the apprentices are worked too hard, and that their health suffers in consequence. If those who (probably on very insufficient grounds) are impressed with this idea could be present at one of the collective examinations, they would, I think, change their opinion. Nothing is more striking on these occasions, even to a casual observer, than the cheerful and healthy looks both of the male and female apprentices. In cases where a pupil-teacher has been obliged to withdraw from apprenticeship on account of ill health, it would generally be found on inquiry that there was some predisposing cause, and that, had due care been taken by the managers of the school to ascertain previously the candidate's health, he or she ought never to have been apprenticed. Cases like these are sure to be made the most of ; the cry is raised that the pupil-teachers are being over-worked, and a vast deal of commiseration is bestowed upon them, for which there is no sort of need whatever.

Names of  
successful  
candidates  
for Queen's  
scholar-  
ships.

I subjoin a list of the successful candidates for Queen scholarships at the Christmas examination in 1860, as they are placed in the order of merit in the official list :—

MALES.—*First Class.*

Crofts, James	-	-	Derby, Trinity School.
Pepper, Charles	-	-	Leicester, County School.
Wallis, William	-	-	Hathern.
Wildbore, John	-	-	Derby, Trinity.
Johnson, John M.	-	-	Skirbeck.
Sewell, Frederic	-	-	Spalding.
Watson, William	-	-	Nottingham, St. Mary's.
Allread, Edward	-	-	Belper.

*Second Class.*

Law, John S.	-	-	Northampton, All Saints'.
Boyles, John	-	-	Thurlaston.
Knibbs, Henry	-	-	Northampton, All Saints'.
Tyres, William	-	-	Hathern.
Ponton, William	-	-	Sturton.
Collishaw, James	-	-	Sneinton.
Wright, William	-	-	Brockles by Park.
Pallmore, Samuel	-	-	Leicester, Laxton Street.
Gregory, Edward B.	-	-	Horncastle.
Lewis, Joseph	-	-	Burbage.
Stowe, Jesse	-	-	Rockingham.
Adland, John	-	-	Weston, St. Mary's.
Green, William	-	-	Skellingthorpe.
Machin, John H.	-	-	Boston.
Stafford, John S.	-	-	New Radford.
Clifton, Charles F.	-	-	Boston.

*FEMALES.—First Class.*

Taylor, Sarah	-	-	Ironville.
Rice, Esther	-	-	Spalding.
Hodgkinson, Cassandra	-	-	Ashburne.
Gadsby, Jane	-	-	Derby, Trinity.
Knowles, Jeanetta K.	-	-	Ashby-de-la-Zouch.
Jennings, Elizabeth	-	-	Sutton-in-Ashfield.
Mitchell, Sarah H.	-	-	Oakham.
Peach, Elizabeth	-	-	Lenton.
Hibbet, Mary A.	-	-	Exton.
Mills, Elizabeth	-	-	Oakham.
Webber, Annie	-	-	Northampton, All Saints'.
Hammond, Elizabeth	-	-	Boston.
Moverley, Ann	-	-	Ollerton.
Shaw, Mary A.	-	-	Ilkeston.
Smith, Elizabeth	-	-	Southwell.
Cross, Emily	-	-	Nottingham, St. James' Infant S.

*Second Class.*

Parr, Sarah Ann	-	-	Nottingham, St. Mary's.
Aaron, Elizabeth	-	-	Leicester, County School.
Warsop, Elizabeth A.	-	-	Boston West, Infant School.
Saul, Elizabeth	-	-	Castle Hill.
Robinson, Catherine	-	-	Peterborough N.S.
Wain, Fanny	-	-	Derby, St. Paul's.
Addicott, Mary Ann	-	-	Nottingham, Trinity.
Linnell, Caroline	-	-	Northampton, St. Catherine's.
Chesterton, Mary F.	-	-	Leicester, Knighton Street.
Smith, Eliza	-	-	Boston, N.S.
Beck, Ann M.	-	-	Leicester, County School.
Pringle, Mary T.	-	-	Lenton, N.S.
Wragg, Sarah A.	-	-	Lenton, N.S.
Chambers, Elizabeth	-	-	Northampton, All Saints
Camm, Emma	-	-	Newark, Christ Church.
Peat, Agnes	-	-	Allestree.
Fyles, Alice	-	-	Scotter and Scotton.
Ostler, Mary Ann	-	-	Skirbeck.
Tonge, Mary Jane	-	-	Lincoln, Miss Cookson's.

From the foregoing list it will be seen that 8 males, 16 females, were placed in the first class, and 16 males, 19 females, were placed in the second.

Pupil-teachers difficult to be obtained in some localities.

In some localities great difficulty is experienced by managers of schools in getting pupil-teachers to supply the places of those whose apprenticeship has terminated, but ordinarily there does not appear to be much difficulty in filling up the vacancies when they occur.

### TRAINING SCHOOLS.

Derby and Lichfield Diocesan.

The Derby and Lichfield Diocesan Training School was examined by the Rev. F. C. Cook and myself in June.\* A large lecture room has been recently built; it was much needed, and will add greatly to the comfort of the students and to the efficiency of the institution. We were much pleased with the manner in which this training school is conducted, especially with the thorough sympathy and union existing amongst the students themselves, and between them and the officers of the institution. I have to report favourably of the mistresses who have been trained here, and who are now in charge of schools; they appear to carry out in their conduct and in their teaching those sound principles which it has always been the aim of the authorities of the institution to instil into them.

Lincoln Diocesan.

The training school for mistresses at Lincoln will be ready for the reception of students in January 1862. Its establishment will give an impetus to education in this county.

Peterborough Diocesan.

The training school at Peterborough for male teachers was visited by the Rev. B. M. Cowie, Her Majesty's Inspector, in September 1860.† I regret I was unable to make arrangements that year for meeting him. The students are at present taught in a house which is used temporarily for that purpose; but new buildings are about to be erected, the plans of which have been submitted to your Lordships. Mr. Cowie reports favourably of the general progress of the institution.

Rev. Canon Fry's establishment.

In addition to the above public training schools there is Canon Fry's establishment, in Leicester. This, though in one sense it is a private institution, being originally established and conducted by Canon Fry alone, yet, from the length of time it has been in operation, from the confidence placed in him by all parties, and from the invaluable services he has rendered and is still rendering in the cause of education, both he and his training school are almost regarded as public pro-

\* See Mr. Cook's report, p. 329.

† See Mr. Cowie's report, p. 301.



perty;—an institution, as it were, to which all who are engaged in promoting education have a prescriptive right to apply for advice and assistance in reference to their schools.

The withholding teachers' certificates until they have been two years in charge of a school, upon which two successive favourable reports have been made, has been productive of much good. In some cases I have felt obliged to recommend the withholding the certificate either from the unsatisfactory state of the school, or from the want of skill in the teacher.

Withholding teachers' certificates for two years beneficial.

I am glad to be able to report that a considerable majority of teachers have had the degree of their certificates raised at the quinquennial revision of the same.

Revision of Certificates.

### NIGHT SCHOOLS.

There are very few night schools under inspection, but there are many in operation the managers of which, from a variety of causes, are unable to avail themselves of aid from your Lordships. Any means which could be devised for assisting these schools to a greater extent would be considered a great boon. The prohibiting the master, if he has pupil-teachers, from assisting in the evening school, except upon conditions which, so far as country schools are concerned, can seldom be fulfilled, effectually precludes the managers from availing themselves of assistance from the state.

The scholars' certificates, which are given to the children on certain conditions, as testimonials of good conduct and attainments, are valued by themselves and by their parents. I have ascertained in several cases that the holders of these certificates are conducting themselves well, but the prospect of gaining them does not appear to have had any appreciable influence in inducing the parents to allow their children to remain longer in school than otherwise they would have done without them. Those who gain the certificates would in most cases have remained in the school the same time, whether such inducement had been held out or not.

Scholars' certificates.

Since the year 1856 only 293 certificates have been given.

The annual examination of the candidates for the prizes awarded by the Coal and Iron Masters' Association amongst the schools of the mining districts of Derbyshire, Leicestershire, and Nottinghamshire, was held, by the usual kind permission of the Rev. E. M. Wade, in Holy Trinity School, Derby, in the month of June 1861.

Prize schemes.

The total number of candidates who presented themselves for examination was 129; viz., 82 boys, 47 girls, a greater number than had previously ever been assembled together on similar occasions.

The number of successful candidates was 96; viz., boys, 60, girls, 36. The following is an abstract of the Prize Account:—

SCHOOLS.	No. of successful Candidates.	Amount of Prizes.	Expense of Conveyance.	TOTAL.
		£ s. d.	£ s. d.	£ s. d.
Alfreton - - -	2	2 0 0	0 17 6	2 17 6
Clay Cross Company's	15	18 0 0	2 13 4	20 13 4
Coalville and Snibstone	5	5 0 0	2 14 0	7 14 0
Codnor and Loscoe	7	7 0 0	0 16 3	7 16 3
Coleorton - - -	3	3 0 0	2 5 0	5 5 0
Cossall - - -	2	2 0 0	0 8 4	2 8 4
Eastwood - - -	14	21 0 0	3 4 0	24 4 0
Griffydiam - - -	2	3 0 0	1 5 6	4 5 6
Heanor - - -	2	2 0 0	0 10 10	2 10 10
Ilkeston - - -	7	7 0 0	1 0 0	8 0 0
Ironville - - -	13	15 0 0	2 10 0	17 10 0
Ravenstone - - -	1	1 0 0	0 18 0	1 18 0
Riddings - - -	2	2 0 0	0 12 6	2 12 6
Ripley - - -	13	16 0 0	1 12 6	17 12 6
Shipley and Cotmanhay	4	4 0 0	0 18 9	4 18 9
Trowell - - -	2	2 0 0	0 12 0	2 12 0
Whitwick - - -	2	2 0 0	1 7 0	3 7 0
Total - - -	96	112 0 0	24 5 6	136 5 6

Distributed in 3*l.* prizes, 6*l.*; 2*l.* prize, 26*l.*; 1*l.* prizes, 79*l.*; 10*s.* prizes, 1*l.*  
Total, 112*l.*

After the distribution of the prizes the children went to the Arboretum, where they greatly enjoyed themselves. Before they returned home the teachers and the successful candidates had tea in the refreshment room belonging to the Midland Railway Company.

I conclude this report by subjoining a list of schools that have received the capitation grant during the past year.

SCHOOLS in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants, and Number of Children on whom such Grants have been paid, from 31 August 1860 to 31 August 1861.

NAME of SCHOOL.	Number of Children who have attended 176 Days and upwards.	Grant.
NORTHAMPTONSHIRE.		
Abthorpe - - -	28	£ s. d. 7 18 0
Barnack - - -	42	11 18 0
Bisbrooke - - -	9	2 5 0
Brayfield on the Green	33	8 5 0
Brington - - -	36	10 5 0
Bugbrooke - - -	63	19 2 0
Burton Latimer - - -	20	5 0 0
Byfield - - -	33	6 0 0
Cranford - - -	26	7 1 0
Croughton - - -	31	7 15 0
Evenly - - -	27	7 16 0

NAME of SCHOOL.					Number of Children who have attended 176 Days and upwards.	Grant.		
						£	s.	d.
Eydon	-	-	-	-	50	12	10	0
Finedon	-	-	-	-	102	26	17	0
Harleston	-	-	-	-	23	6	10	0
Harpole	-	-	-	-	50	14	1	0
Helpstone	-	-	-	-	49	13	17	0
Kettering	-	-	-	-	131	32	15	0
" North End	-	-	-	-	20	5	0	0
King's Sutton	-	-	-	-	39	10	18	0
Kislingbury	-	-	-	-	20	5	15	0
Lowick	-	-	-	-	8	2	6	0
Middleton Cheney	-	-	-	-	46	12	13	0
Milton	-	-	-	-	34	9	11	0
Moulton and Overstone	-	-	-	-	45	13	1	0
Northampton, All Saints'	-	-	-	-	174	43	0	0
" St. Andrew's	-	-	-	-	109	12	10	0
" St. Catherine's	-	-	-	-	30	9	10	0
" St. Edmund's	-	-	-	-	45	11	5	0
" St. Peter's	-	-	-	-	43	10	15	0
" St. Sepulchre's	-	-	-	-	45	12	3	0
" South Quarter	-	-	-	-	30	7	10	0
Oundle	-	-	-	-	50	13	19	0
Paston	-	-	-	-	29	8	1	0
Peterborough, Practising School	-	-	-	-	43	12	18	0
" National	-	-	-	-	67	18	12	0
" Infants'	-	-	-	-	78	15	12	0
" St. John's	-	-	-	-	64	12	16	0
" New England	-	-	-	-	58	16	1	0
Raunds	-	-	-	-	17	4	17	0
Rockingham	-	-	-	-	29	8	5	0
Thornhaugh	-	-	-	-	10	2	10	0
Thrapstone	-	-	-	-	50	14	3	0
Titchmarsh	-	-	-	-	20	5	14	0
Towcester	-	-	-	-	25	7	10	0
Wellingborough	-	-	-	-	47	13	19	0
Woodford	-	-	-	-	30	8	6	0
Woodford-cum-Membris	-	-	-	-	43	12	9	0
Total	-	-	-	-	2,106	541	4	0
RUTLANDSHIRE.								
Cottesmore	-	-	-	-	30	8	0	0
Oakham	-	-	-	-	102	26	19	0
Uppingham	-	-	-	-	56	15	12	0
Total	-	-	-	-	188	50	11	0
LINCOLNSHIRE.								
Alford	-	-	-	-	21	6	6	0
Alkborough	-	-	-	-	30	8	7	0
Bardney, Kitching's Charity	-	-	-	-	14	3	17	0
Barton-on-Humber	-	-	-	-	87	20	14	0
Bassingham	-	-	-	-	35	9	16	0
Belleau	-	-	-	-	33	8	17	0
Bolingbroke	-	-	-	-	9	2	5	0
Boston, National	-	-	-	-	134	33	10	0
" East	-	-	-	-	24	6	0	0
" West	-	-	-	-	78	17	15	0
Bottesford	-	-	-	-	40	11	9	0
Brigg	-	-	-	-	104	26	0	0
Brocklesby	-	-	-	-	28	8	4	0
Butterwick (West)	-	-	-	-	15	4	10	0
Caistor	-	-	-	-	17	2	10	0
Claypole	-	-	-	-	50	14	0	0
Colsterworth	-	-	-	-	18	5	0	0
Covenham	-	-	-	-	6	1	13	0
Deeping St. James	-	-	-	-	49	12	5	0
Epworth	-	-	-	-	24	6	0	0
Friskney	-	-	-	-	12	3	5	0
Gainsborough	-	-	-	-	58	16	10	0
Gedney Drove End	-	-	-	-	4	1	2	0
Grantham, National	-	-	-	-	120	28	10	0
" Brownlow	-	-	-	-	34	8	10	0
" Welby	-	-	-	-	46	11	10	0



NAME of SCHOOL.	Number of Children who have attended 176 Days and upwards.	Grant.
		£ s. d.
Grimsby - - - - -	12	3 0 0
Hale Magna - - - - -	26	3 0 0
Halton Holgate - - - - -	5	1 9 0
Harmston - - - - -	22	6 4 0
Horncastle - - - - -	72	17 2 0
Laceby - - - - -	20	5 12 0
Lincoln, Central - - - - -	57	16 5 0
" Miss Cookson's - - - - -	41	10 5 0
" North District - - - - -	114	27 10 0
Lissington - - - - -	10	2 10 0
Long Sutton - - - - -	29	7 5 0
Louth - - - - -	57	16 8 0
" Infants' - - - - -	22	5 10 0
Market Rasen - - - - -	25	7 10 0
Marsh Chapel - - - - -	20	5 10 0
Messingham - - - - -	29	8 2 0
Nettleham - - - - -	20	5 14 0
New Holland - - - - -	14	4 0 0
Ormsby - - - - -	14	3 15 0
Owston - - - - -	27	7 12 9
Partney - - - - -	11	2 19 0
Pinchbeck, East - - - - -	32	8 14 0
" West - - - - -	11	3 0 0
Revesby - - - - -	21	6 0 0
Ruskington - - - - -	26	7 5 0
Saxby - - - - -	11	3 2 0
Scotter and Scotton - - - - -	34	9 15 0
Skirbeck - - - - -	66	18 9 0
Sleaford - - - - -	46	13 16 0
" Infants' - - - - -	38	9 10 0
Spalding - - - - -	74	20 6 0
Spilsby - - - - -	58	16 3 0
Spittlegate - - - - -	32	8 0 0
Stamford - - - - -	21	5 5 0
Swaby - - - - -	16	4 0 0
Timberland - - - - -	2	10 0 0
Waddington - - - - -	23	6 7 0
Wainfleet, All Saints' - - - - -	29	8 2 0
" St. Mary's - - - - -	20	3 10 0
Welton-le-Wold - - - - -	20	5 12 0
Welton, near Lincoln - - - - -	11	3 6 0
West Keal - - - - -	9	2 10 0
Weston, St. Mary's - - - - -	25	6 19 0
Winteringham - - - - -	37	10 5 0
Winterton - - - - -	19	5 8 0
Withern - - - - -	29	7 19 0
Wrawby - - - - -	30	8 7 0
Total - - - - -	2,477	656 17 0
NOTTINGHAMSHIRE.		
Averham - - - - -	10	2 16 0
Balderton - - - - -	24	6 17 0
Basford - - - - -	54	15 7 0
Beckingham - - - - -	10	2 16 0
Beeston - - - - -	91	24 5 0
Besthorpe - - - - -	5	1 8 0
Bingham - - - - -	88	23 18 0
Carrington - - - - -	12	3 12 0
Collingham - - - - -	41	11 10 0
Costock - - - - -	4	0 18 4
Cropwell Butler - - - - -	10	2 13 0
Eastwood - - - - -	76	20 5 0
Epperstone - - - - -	10	2 10 0
Gringley on the Hill - - - - -	20	5 15 0
Hawksworth - - - - -	15	4 2 0
Hucknall Torkard - - - - -	49	26 5 0
Hyson Green - - - - -	105	4 0 0
Kingston-on-Soar - - - - -	16	13 18 0
Langar - - - - -	8	2 0 0
Lenton - - - - -	177	44 5 0
Lowdham - - - - -	22	6 2 0

NAME OF SCHOOL.	Number of Children who have attended 176 Days and upwards.	Grant.
Mansfield Woodhouse	22	£ s. d. 6 12 0
Mattersey	2	0 11 0
Newark, National	44	13 4 0
" Haughton Road	162	37 4 0
" King's Street	23	6 10 0
North Wheatley	14	3 19 0
Nottingham, St. John's	90	24 8 0
" St. Mary's	207	45 0 0
" St. Matthew's	40	10 0 0
" Trinity	252	54 0 0
" Trinity Branch School	34	8 10 0
" Rutland Street	50	12 10 0
" Girls' School of Industry	50	12 10 0
" St. Nicholas	79	21 4 0
" St. Peter's	74	21 0 0
Ollerton	86	24 0 0
Radford (New)	100	27 5 0
Retford (East)	60	17 10 0
Sneinton	50	15 0 0
Southwell	70	19 12 0
Stapelford, St. John's	69	19 4 0
Sturton	14	3 10 0
Sutton Bonnington	60	16 9 0
Sutton-in-Ashfield	80	22 10 0
Trowell	26	7 1 0
Worksop, Abbey School	20	8 4 0
" Castle Hill	47	11 15 0
" Rectory School	30	7 10 0
Total	2,705	701 14 4
LEICESTERSHIRE.		
Ashby-de-la-Zouch	117	25 18 0
Asfordby	20	5 14 0
Barkby	28	7 14 0
Barkstone	37	9 7 0
Barrow-on-Soar	33	8 5 0
Belgrave	57	14 7 0
Birstall	31	7 15 0
Burbage	23	6 18 0
Castle Donnington	88	24 8 0
Coalville	71	16 15 0
Earl's Shilton	47	13 9 0
Gilmorton	34	9 10 0
Great Glenn	47	12 10 0
Hathern	40	11 6 0
Higham-on-the-Hill	26	6 10 0
Hinckley	92	19 17 0
Humberstone	28	7 15 0
Husband's Bosworth	36	10 2 0
Kegworth	59	16 0 0
Kibworth Harcourt	50	12 10 0
Kilworth (North)	19	5 6 0
" (South)	17	4 18 0
Kirby Muxloe	17	4 16 0
Knipton	12	3 7 0
Leicester, County School	204	44 0 0
" St. John's	160	36 2 0
" Knighton Street	107	20 0 0
" St. Margaret's	53	14 14 0
" St. Martin's	94	24 5 0
" St. Mary's, Laxton Street	192	41 5 0
" St. Mary's, Old Schools	68	18 8 0
Loughborough, Emmanuel School	152	22 16 0
Lubenham	22	6 2 0
Lutterworth	18	4 10 0
Market Harborough	73	20 13 0
Melton	74	22 18 0
Nailstone	18	4 10 0
" Infants'	23	5 15 0
Queensborough	2	0 12 0
Sharnford	12	3 7 0

NAME of SCHOOL.	Number of Children who have attended 176 Days and upwards.	Grant.		
		£	s.	d.
Sheepshed - - - - -	84	21	10	0
Sibleby - - - - -	78	16	17	0
Syston - - - - -	47	14	2	0
Thurlaston - - - - -	52	13	16	0
Thurmaston - - - - -	52	14	3	0
Waltham - - - - -	32	9	0	0
Whatton, Long - - - - -	48	13	6	0
Wigston Magna - - - - -	76	17	13	0
Whitwick - - - - -	45	23	3	0
Woodhouse Eaves - - - - -	41	11	6	0
Total - - - - -	2,856	709	10	0
DERBYSHIRE.				
Alfreton - - - - -	18	5	2	0
Alkington - - - - -	9	2	5	0
Allestree - - - - -	60	15	0	0
Ashburne (1860) - - - - -	60	15	0	0
" (1861) - - - - -	66	18	0	0
Ashover Hill - - - - -	9	2	14	0
Aston on Trent - - - - -	20	5	12	0
Bakewell - - - - -	8	2	0	0
Beighton and Mackenthorpe - - - - -	18	5	4	0
Belper - - - - -	75	20	5	0
Bentley - - - - -	20	5	10	0
Bonsall - - - - -	26	6	10	0
Brackenfield - - - - -	19	5	6	0
Brailsford - - - - -	35	9	17	0
Brassington - - - - -	11	3	4	0
Castleton - - - - -	17	4	17	0
Chapel-en-le-Frith (1860) - - - - -	53	14	7	0
" (1861) - - - - -	33	8	5	0
Charlesworth - - - - -	28	7	0	0
Chesterfield, National - - - - -	55	15	3	0
" Victoria - - - - -	10	2	10	0
Claycross, St. Bartholomew's - - - - -	12	3	0	0
Codnor - - - - -	44	11	0	0
Codnor and Loscoe - - - - -	30	9	0	0
Crich - - - - -	42	14	6	0
Derby and Lichfield Diocesan Practising } School - - - - -	-	-	-	-
Derby, All Saints' - - - - -	109	27	19	0
" St. Alkmund's - - - - -	90	25	0	0
" Christ's Church - - - - -	115	28	0	0
" Curzon Street - - - - -	135	32	0	0
" Devonshire Street - - - - -	41	12	6	0
" St. Michael's - - - - -	19	4	15	0
" St. Peter's - - - - -	60	16	19	0
" Siddal's Lane - - - - -	33	8	5	0
" St. Paul's - - - - -	57	16	8	0
" Trinity - - - - -	378	67	10	0
Doveridge - - - - -	16	4	0	0
Draycott and Wilne - - - - -	128	30	8	0
Duffield - - - - -	41	12	6	0
Edale - - - - -	11	3	1	0
Grassmore - - - - -	19	4	15	0
Hathersage - - - - -	30	9	0	0
Hayfield - - - - -	15	4	7	0
Heage - - - - -	15	3	15	0
Heanor - - - - -	68	17	0	0
Horsley - - - - -	27	6	15	0
Hullaud - - - - -	31	8	8	0
Ilkeston - - - - -	62	17	2	0
Ironville - - - - -	151	36	12	0
Little Eaton - - - - -	58	16	3	0
Long Eaton (1860) - - - - -	68	15	11	0
" (1861) - - - - -	24	7	3	0
Longford - - - - -	15	4	4	0
Lullington - - - - -	27	7	11	0
Matlock, Bath - - - - -	56	15	3	0
Measham - - - - -	41	20	17	0
Melbourne - - - - -	68	19	10	0



NAME OF SCHOOL.	Number of Children who have attended 176 Days and upwards.	Grant.
Middleton-by-Wirksworth - - -	33	£ s. d. 8 19 0
Newhall - - - - -	34	9 12 0
New Mills, St. George - - -	24	6 17 0
Normanton - - - - -	21	5 5 0
Ockbrooke - - - - -	13	3 13 0
Parwich - - - - -	24	6 19 0
Riddings - - - - -	71	19 17 0
Ripley - - - - -	133	35 15 0
Sawley - - - - -	69	15 14 0
Scropton - - - - -	21	5 18 0
Shipley and Cotmanhay - - -	87	20 3 0
Shirley - - - - -	18	4 10 0
Smalley - - - - -	6	1 16 0
South Darley - - - - -	22	5 10 0
Spondon - - - - -	48	12 19 0
Stanton-by-Dale - - - - -	27	6 15 0
Stapenhill - - - - -	10	2 10 0
Staveley - - - - -	32	9 12 0
Staveley Works - - - - -	90	24 4 0
Tibshelf - - - - -	17	4 18 0
Tideswell - - - - -	52	12 10 0
Whitfield - - - - -	110	24 1 0
Whitwell (1860) - - - - -	7	2 2 0
" (1861) - - - - -	7	2 2 0
Wirksworth - - - - -	74	16 9 0
Yeaveley - - - - -	4	1 0 0
Total - - -	3,840	982 18 0

SUMMARY of the foregoing.

COUNTY.	Grant.	Number of Children who have attended 176 Days and upwards.
Northamptonshire - - - - -	£ s. d. 541 4 0	2,106
Rutland - - - - -	50 11 0	188
Lincolnshire - - - - -	656 17 0	2,477
Nottinghamshire - - - - -	701 14 4	2,705
Leicestershire - - - - -	709 10 0	2,856
Derbyshire - - - - -	982 18 0	3,840
Total - - -	£3,642 14 4	14,172

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1861, by Her Majesty's  
Inspector, the Rev. W. H. BROOKFIELD, M.A., on the  
CHURCH OF ENGLAND SCHOOLS inspected in the Counties  
of KENT, SURREY, and SUSSEX, and in the CHANNEL  
ISLANDS.

MY LORDS,

IT is my duty to lay before you the following account  
of the disposition of my time for the year ending on the  
31st of August 1861:—

	Days.
Visiting elementary schools - - -	121
Visiting normal schools - - -	10
Conducting collective examinations of pupil-teachers -	20
Conducting examinations of candidates for certificates of merit and for Queen's scholarships -	8
Revising papers and reporting on elementary schools and pupil-teachers - - -	51
Revising certificate papers - - -	12
Travelling - - -	2½
Diaries and correspondence - - -	57½
Vacation - - -	6
Illness - - -	8
General report - - -	14
Sundays and public holidays - - -	55
	<hr/> 365 <hr/>

During this year my colleague, the Rev. R. L. Koe, has inspected 276 schools under separate teachers, of whom 237 either bore certificates of merit or were registered as competent teachers of elementary schools. During 10 months of the same period the Rev. A. R. Grant (whose removal as assistant inspector of the district I should deeply regret, had it not been occasioned by his well-deserved preferment) inspected 181 schools of the same character, in addition to 47 conducted by teachers neither registered nor certificated, making a total by Mr. Grant of 228; and I have myself visited a total of 187 schools, of which 172 were under teachers either registered or certificated (but almost all certificated), and 15 under teachers that were neither. This makes a gross total, for the year ending 31st of August 1861, of 691 schools under separate teachers, inspected in this district, of which only 101 were conducted by persons bearing neither registration nor certificate of merit; the remaining 590 being in the charge of teachers recognized by your Lordships upon examination as competent.

In presenting to your Lordships, as on previous occasions, the results of these inspections, not nominally or in detail, but in a general, comparative, and tabulated form, I beg permission to arrange the schools into three classes only, and to distinguish them as "superior," "ordinary," and "inferior," instead of, as heretofore, "good," "fair," and "moderate." For I have found that the forbearing ambiguity of these three latter words has led to some considerable misapprehension. In my report for the year 1858 I ventured to pourtray what, according to my estimate, might be designated respectively as good, fair, and indifferent schools. These descriptions which still appear to me not only to be reasonable as ideals, but accurately to correspond on personal observation with many types that I could at once point to in my district, were adopted with an acquiescence but too flattering by the Royal Commissioners in their report, and it might imply a want of deference to a very high authority if I were now disposed to forego the general claim to correctness of those delineations. But in dividing 700 schools into only three classes, the three terms good, fair, and moderate become comparative; and while there are a considerable number of them which justice compels me to rank above the average and middle term ("fair"), it would be misleading to expect that they precisely coincide with the ideal pourtrayed as "good" in the report referred to, although several amongst them would honourably sustain the application of that standard. In strict accuracy I should require more than three terms to express with satisfactory discrimination the shades of difference which I perceive. But as three designations are quite enough for general purposes in the estimate required from me, and as refinement upon these would only lead to confusion and embarrassment, I venture to adopt the term "ordinary," as expressing the average quality of schools, not according to my ideal, but according to the actually prevailing standard; the term "superior" as indicating every school above that not, to myself, by any means, satisfying type; and the term "inferior" as suitable to schools decidedly below it.

With this explanation I beg to submit the following tabulated estimates of the 691 schools inspected in my district during the past year, distinguishing those (whether mixed or exclusive as to sex) conducted by male, female, and infant teachers, and also distinguishing those under teachers recognized by your Lordships as bearing either registration or certificates of merit, and those not yet enjoying that advantage.



TABLE A.

ESTIMATE of SCHOOLS in this District under REGISTERED or CERTIFICATED TEACHERS, visited in the past year by Mr. BROOKFIELD.

—	Superior.	Ordinary.	Inferior.	Total.
Under male teachers -	19	41	14	74
Under female teachers -	8	30	28	66
Infant schools (all under female teachers) - - -	4	19	9	32
Total - - -	31	90	51	172

Similar SCHOOLS visited by Mr. KOE.

—	Superior.	Ordinary.	Inferior.	Total.
Under male teachers -	39	62	24	125
Under female teachers -	13	62	21	96
Infant schools - -	6	7	3	16
Total - - -	58	131	48	237

Visited by Mr. GRANT.

—	Superior.	Ordinary.	Inferior.	Total.
* Under male teachers -	29	44	22	95
Under female teachers -	11	19	32	62
Infant schools - -	6	16	2	24
Total - - -	46	79	56	181

TABLE B.

AGGREGATE ESTIMATE of all the SCHOOLS under REGISTERED or CERTIFICATED TEACHERS visited in this District during the Year ended 31st August 1861.

—	Superior.	Ordinary.	Inferior.	Total.
Under male teachers -	87	147	60	294
Under female teachers -	32	111	81	224
Infant schools (all under female teachers) - - -	16	42	14	72
Total - - -	135	300	155	590

TABLE C.

Showing the COMPARATIVE ESTIMATES of SCHOOLS under MALE, FEMALE, and INFANT TEACHERS, drawn in per-centage from the preceding Table.

	Under Male Teachers. Per cent.	Under Female Teachers. Per cent.	Infant Schools. Per cent.
Superior - - -	30 nearly	14 nearly	22 nearly
Ordinary - - -	50	50 "	59 "
Inferior - - -	20 nearly	36 "	19 "
Total - - -	100	100	100

TABLE D.

Showing COMPARATIVE ESTIMATE of the Gross Total of 590 SCHOOLS under Registered or Certificated Teachers, Male and Female, inspected during past Year.

Superior - - -	135	- - or 23 per cent. nearly.
Ordinary - - -	300	- - or 51 "
Inferior - - -	155	- - or 26 "
Total - - -	<u>590</u>	<u>100</u>

The table corresponding to this which I presented to your Lordships last year was as follows; to which I will also add that for the year preceding. And I beg to invite attention to the fact, that the results, though obtained in total independence of each other, and without the slightest recollection on my part what the previous per-percentages had been, exhibit a singular approximation to coincidence.

TABLE E.

Showing GROSS TOTAL of SCHOOLS under Certificated Teachers, whether Male or Female, for Year preceding that which is the Subject of the present Report.

Superior - - -	148	- - or 25 per cent. nearly.
Ordinary - - -	265	- - or 44 "
Inferior - - -	188	- - or 31 "
	<u>601</u>	<u>100</u>

The table for the year before that (1859) was as follows:—

Superior - - -	112	- - or 24 per cent. nearly.
Ordinary - - -	230	- - or 49 "
Inferior - - -	129	- - or 27 "
	<u>471</u>	<u>100</u>

If we now turn to the schools which have been inspected either by special invitation or as a preliminary step to annual

grants, but which were NOT at the time in charge of a registered or certificated teacher, we shall find the contrast between these and the schools previously referred to very much, unanswerably indeed (and yet not absolutely without exception) in favour of the registered and certificated teachers.

TABLE F.

ESTIMATE of SCHOOLS in this District under Teachers neither registered nor certificated, but visited in the past Year by Mr. BROOKFIELD.

— — —	Superior.	Ordinary.	Inferior. .	Total.
Under male teachers - - -	-	-	2	2
Under female teachers - - -	-	-	4	4
Infant schools - - -	-	3	6	9
Totals - - -	-	3	12	15

Similar SCHOOLS visited by Mr. KOE.

— — —	Superior.	Ordinary.	Inferior.	Total.
Under male teachers - - -	-	10	8	18
Under female teachers - - -	-	2	9	11
Infant schools - - -	2	3	5	10
Totals - - -	2	15	22	39

Similar SCHOOLS visited by Mr. GRANT,

— — —	Superior.	Ordinary.	Inferior.	Total.
Under male teachers - - -	2	3	11	16
Under female teachers - - -	-	5	7	12
Infant schools - - -	2	5	12	19
Totals - - -	4	13	30	47

TABLE G.

AGGREGATE ESTIMATE of all SCHOOLS under Teachers neither Registered nor Certificated, visited in this District during the Year ended 31st August 1861.

— — —	Superior.	Ordinary.	Inferior.	Total.
Under male teachers - - -	2	13	21	36
Under female teachers - - -	-	7	20	27
Infant schools - - -	4	11	23	38
Total. - - -	6	31	64	101



TABLE H.

Showing COMPARATIVE ESTIMATE of SCHOOLS inspected during past Year, under Male, Female, and Infants' Teachers, not Registered nor Certificated.

	Under Male Teachers. Per cent.	Under Female Teachers. Per cent.	Infant Schools. Per cent.
Superior - - -	6 nearly	- - -	11
Ordinary - - -	36 "	26 nearly	29
Inferior - - -	58	74	60
	100	100	100

TABLE K.

Showing COMPARATIVE ESTIMATE of Gross Total of 101 SCHOOLS, inspected during past Year, under Male, Female, and Infants' Teachers, not Registered nor Certificated.

Superior - - -	6 - - -	or 6 per cent. nearly.
Ordinary - - -	31 - - -	or 31
Inferior - - -	64 - - -	or 63
	<u>101</u>	<u>100</u>

I am desirous, as last year, to invite your Lordships' attention to the still decreasing ratio of male to female pupil-teachers. I beg permission to repeat the statement in my last report, that in 1854 I examined within certain limits of my district (but comprising very nearly the whole of it) 252 boys and 183 girls as candidates and pupil-teachers, giving a majority of 69 boys. In 1857, only three years later, the numbers were nearly equal, being 363 boys and 365 girls. Three years later still, in 1860, I examined in the same parts of the district 516 boys and 654 girls, giving a majority of 138 girls. And in the past 12 months I find this majority increased to 193; the numbers being 517 boys and 710 girls. That this reversal of the original ratio, which gave the majority to boys, is not to be ascribed to a predominance in the number of schools open to female apprentices over those open to males appears from the fact that the number of the latter almost exactly coincides with the number (*including* infant schools) conducted by females and available for female pupil-teachers; the respective numbers (connected with the examinations referred to) being, under male teachers, 294, under females 296. That the growing disproportion is not casual nor temporary may be inferred from the steady uniformity with which it has proceeded for the last 10 years, and that it is not local nor the result of circumstances peculiar to either town or

country would appear from the following list of 20 collective examinations of pupil-teachers and candidates held by me during the past year in different neighbourhoods, in only three of which is there a small majority (22 altogether) of males, and even that small and exceptional majority every year decreasing.

COLLECTIVE EXAMINATIONS of Pupil-teachers and Candidates, showing the Comparative Numbers of Males and Females.

	Males.	Females.
Dover - - -	13	34
Croydon - - -	22	26
Newington (Surrey) - - -	25	55
Rochester - - -	29	29
Newington - - -	25	33
Guildford - - -	30	32
Tonbridge Wells - - -	33	27
Newington - - -	26	25
" - - -	24	47
Maidstone - - -	44	38
Newington - - -	32	39
Hastings - - -	35	25
Chichester - - -	10	13
Alderney - - -	3	3
Guernsey - - -	9	16
Jersey - - -	16	28
Newington - - -	42	78
Croydon - - -	19	20
Newington - - -	46	72
Brighton - - -	34	70
	517	710
Add - - -	710	Subtract - 517
Total examined -	1,227	Majority, } girls - } 193

Of this apparently increasing disparity in the respective numbers of the sexes from which our future teachers are to be supplied, I cannot conjecture either the causes or the probable effects. But considering the disparity also in the standards of instructive power attained respectively by male and female teachers (see Tables B. and C., *ante*) this large majority of female candidates for the future charge of National schools may deserve consideration. Possibly it may be compensated by an equally large majority of the same sex retiring from the profession for marriage or other domestic engagements.

It is now upwards of five years, my Lords, since I first ventured to express some vague and timid apprehension that the net result of homely practical improvement in the elementary, if I should not rather say rudimentary, subjects of

instruction was not, in my district, entirely commensurate in value or in palpability with the apparatus employed upon it, nor even so good as that apparatus, without any change in principle or any extensive amendment in detail, but simply by a more stringent application, might achieve. In the course of that time I have not found reason to modify one of those misgivings, nor do I think that any single subject of complaint has become the subject of amendment. I will not, however, now enlarge a fruitless, and perhaps vexatious list of criticisms. If any of my strictures have incurred disapproval, I will not now aggravate it by reiteration. Some general observations I had prepared, both upon certain deficiencies in my district and upon certain measures, which if adopted, might prove in some degree remedial. But at the moment of writing these words, the recent and authoritative disclosure of the revised scheme of administration projected by your Lordships renders it partly superfluous and altogether unsuitable that I should press those observations into notice. I beg permission, therefore, at this point to close my present report, and to content myself in submitting the foregoing tables to your Lordships without further comment.

I have the honor to be, &c.

W. H. BROOKFIELD.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, the Rev. W. J. KENNEDY, M.A., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in LANCASHIRE and the ISLE OF MAN.*

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MY LORDS,

Manchester, January 1862.

I HAVE the honor to present my general report for the year ending on the 31st of August 1861.

Number of  
schools  
under in-  
spection.

The number of Church of England Schools on my list for inspection at this time in Lancashire and the Isle of Man is 511, containing, as nearly as I can ascertain, not less than 839 departments, and perhaps a few more, under separate teachers.

Number of  
schools  
seeking an-  
nual grants.

Out of the above-named 839 departments, 651 are receiving or seeking annual aid from the Parliamentary grant, and have been inspected by my two colleagues and myself during the past year.

Number of  
depart-  
ments in-  
spected.

In addition to the 651 departments above named, 30 additional departments under separate teachers were examined for the purpose of simple inspection only, as having received Parliamentary aid in the erection of the school premises, making in all 681 elementary day schools examined during the year. This list does not include the night schools which have been visited, and they were 49 in number, reckoning in those of the East Lancashire Union of evening schools, which are not to receive further aid out of the Parliamentary grant for education. So that in all we inspected 730 departments between the 1st of September 1860 and the 31st of August 1861.

Number of  
scholars  
present at  
inspection  
in the day  
schools.

There were present at examination in the elementary day schools which we visited during the year the number of 78,074 children. The evening scholars are not reckoned.

Number of  
teachers  
and pupil-  
teachers, &c.

In the above-mentioned 651 school departments seeking annual grants, 571 certificated and probationary teachers are employed, and 1,291 apprenticed pupil-teachers, besides 46 ex-apprentices, employed as assistant teachers under the Minute of 23 July 1852. Eighty of the 651 schools which are seeking annual grants are taught either by registered teachers or by infant school teachers not holding certificates, or by teachers who are desirous of obtaining certificates. The other 30 departments inspected were under teachers of the old class.

It is the opinion of my two colleagues and myself that reasonable progress has taken place in the district during the past year in the kind of schools which we visit, namely, Church of England schools. Progress.

It is a great fact that no school during the year has fallen from the list of those which are entitled to annual grants by reason of having a certificated or registered teacher, and so sunk back into a comparatively inefficient state.

Whereas, on the other hand, a considerable addition has been made in the year to the list of schools which are looking upwards and improving, and seeking annual grants.

Thus, to take the city of Manchester and its immediate neighbourhood as a specimen district of progress, I find that schools in the following ecclesiastical districts in or close to Manchester have been newly added to my list for inspection during the year :—

	Departments.
Hulme, St. Mary's	- - - - - 2
St. Alban's	- - - - - 2
Cheetham Hill, St. Luke's (infant school)	- - - - - 1
Whalley Range, St. Margaret's (girls)	- - - - - 1
Newton Heath (infant school)	- - - - - 1
Hulme, St. George's (boys)	- - - - - 1
Hulme, St. Paul's	- - - - - 3
Hulme, St. Michael's	- - - - - 2
Manchester, St. Michael's (infant)	- - - - - 1
Clifton-in-Eccles	- - - - - 1
Brindle Heath (boys)	- - - - - 1
Levenshulme (infant)	- - - - - 1
	<hr/> 17

In these 17 departments 14 new certificated teachers have begun to work, and such an increase of educational life, activity, and efficiency developed in one town and its immediate neighbourhood in one year cannot but be considered as extremely satisfactory.

There are still too many districts in Manchester where, through poverty or apathy or some special cause, good schools with certificated teachers and pupil-teachers are wanting. But when I look back upon Church of England Schools in Manchester as they were 13 years ago, and compare their number and condition at that time with what I now see, I am rendered very sanguine as to the future. It is almost like life from the dead. And it is a remarkable fact, and well deserving of notice, that while the increase of Church of England Schools in Manchester has been so great in every way, I can see one school only in which, after commencing to

employ certificated teachers, there has been any falling off in any way within the 13 years. With one exception only, all the Manchester schools which had certificated teachers and pupil-teachers 13 years ago have them at this moment; and I believe that this solitary exception is to be accounted for in a way which is not discouraging. I refer to St. Ann's school. There used to be three departments in that school under three certificated teachers, while now there are two departments only, and the infant school alone has a certificated teacher and pupil-teachers, and obtains annual grants. This result does not proceed, I believe, from any apathy in the clergy and managers of St. Ann's schools, but simply from a change in the nature of the population of the district, which has caused the need for schools for the poor in that central portion of Manchester to become much less than it was in former years; while at the same time new schools arising in the neighbourhood have taken away very many of the children who used to feed St. Ann's schools.

The recent advance of education may not be in quite so great a proportion in other parts of our district, but still we have found it fairly satisfactory in all.

It may, perhaps, be considered a somewhat discouraging feature in the progress made that, after inquiry, I find the advance due, not to large numbers of persons beginning to take an interest in education, but to a comparatively few persons who do all the work. Thus, in Manchester, I trace the creation, or enlargement and improvement, of not less than 30 school departments, in the last 13 years, to one family alone. It would have been a more hopeful sign, perhaps, if large numbers had been found engaged in such good work.

Throughout this district we have met with a marked increase in the employment of a second certificated teacher in the large schools. This has mainly resulted from the limitation of apprentices now allowed to any one certificated teacher by the Minute bearing date 4 May 1859. The very large schools, wherever the funds have permitted it, have sought to make up for the restriction thus put upon the number of apprentices by engaging a second certificated teacher, who in some cases has apprentices as well as the head teacher.

There is also a rather sudden and unwonted increase in the number of assistant teachers from the body of ex-apprentices appointed under the Minute of 23 July 1852. This large increase of assistant teachers results partly from the desire to supply the place in our large town schools of the diminished proportion of apprentices now allowed, and still more from the spread of night schools in which the assistant teachers are



becoming much employed. In fact, the Minute of 23 July 1852 has never been so useful in this district as it is at this moment, and is becoming more and more beneficial.

And not only is it beneficial in respect of the schools taught, but also it is a great resource and boon to the ex-apprentices themselves, to whom such appointments are open. There have always been some apprentices who failed to get Queen's scholarships; and, latterly, this number has increased. Moreover, last year (Christmas 1860) several apprentices in this district who got Queen's scholarships were not able to avail themselves of them because all the training colleges were full and could not take them in. The lot of these young persons, of the females in particular, might have been very hard, if they had not had open to them the resource of becoming assistant teachers under the Minute of 23 July 1852. The following extract from a letter received from a young man, an ex-apprentice who failed to get a Queen's scholarship, is only one out of several which I received, and depicts the position and state of mind into which many ex-apprentices are thrown; it discloses the situation into which numerous pupil-teachers will come, and which demands the consideration of all those who are concerned in bringing young people to enter upon that office:—

Minute of 23 July 1852 a great boon to those who fail to get Queen's scholarships.

" \* \* \* \* \* I worked hard to get a Queen's scholarship, in fact I over-worked myself, and was ill during the examination, so that I cannot reproach myself with neglect or idleness. After my failure, I tried to get employment in various ways; but I have hitherto failed, and, sorely contrary to my wish, I have been a burden to my friends. This state is intolerable to me, and I am very low spirited and despondent. Do, sir, try to get me some employment, which will enable me to maintain myself," &c. &c.

This is one specimen out of many more precisely similar; some of them indeed, are far more despondent in tone and distressing, but these I forbear to quote. What I wish to show is that the case of those apprentices who fail to get Queen's scholarships, or fail to get into training institutions, is one which requires serious consideration, especially in face of the prospective repeal of the Minute of 23 July 1852, which at present enables some of these young persons to gain a respectable subsistence as assistant teachers, and that, too, with the prospect of gaining a certificate after three years' service in that capacity.

Holidays in National schools.

In one large boys' school in this district, in which two certificated teachers are employed in one room, it has been resolved by the managers to try the experiment of keeping the school open without any lengthened intermission of school work. Each of the teachers is to have the usual four or five weeks of holidays in the year; but they are not both to take these holi-

days at the same time. It has been alleged that lengthened holidays are not required in the schools for the poor, where the children live with their parents and family at home, and have the Saturday and Sunday in every week for recreation and rest. At present in schools for the poor the holidays are not required in any way, either by children or parents, and are for the most part a season of forgetfulness of learning, of idleness, mischief, and bad habits. Such holidays are particularly undesirable and uncalled for in the case of infant schools; as it is a grand object to the parents engaged in daily labour to get their infants taken care of for the day; and long holidays also interfere inconveniently with the half-time system and with the instruction of children engaged in printworks and coal-mines. Then, moreover, a large school would gain annually an increase of from 10*l.* to 20*l.* by being kept open for the five weeks which are now lost by the closing of the schools. On all accounts, therefore, for the sake of children, parents, and school funds, it seems to me a desirable experiment that any school which employs two certificated teachers should arrange that these teachers may take their holidays at different seasons, and that the school be not closed, but kept open for all who choose to come during the whole year.

Teachers.

The teachers of the district continue to give great satisfaction generally to the managers of schools and to my colleagues and myself. In many years I hear of no serious complaints at all against any certificated teacher out of the large number now engaged in schools, and during the past year there has been only one serious complaint, as far as we have heard.

There is, however, one point in which, perhaps, teachers, especially the young teachers, are more often in danger of falling into error than in any other. I mean as regards their treatment of the pupil-teachers apprenticed to them. It is a weighty charge for any one to have the direction for seven or eight hours during five days in the week of three or four young persons, varying from 13 to 19 or 20 years of age, and of various dispositions and habits. But difficult as it might be for any master or mistress to discharge this duty wisely, it is peculiarly difficult for a young person fresh from a training college, and perhaps not more than 21 or 22 years of age, and wanting in personal authority and experience. I have, therefore, been more sorry than surprised, when I have found a total want of harmony subsisting between a pupil-teacher, or a body of pupil-teachers, and the head teacher. My general advice to a teacher in such a case

has been to consult fully with the clergyman and school-managers, and to carry out their recommendations respecting the mode of dealing with an apprentice. The most common fault of a young teacher in dealing with apprentices is, I believe, one, which all persons who have ever engaged in the training of young persons will have felt to be natural,—I mean, favoritism. But there is no error which the young teacher should more guard against, both because it is natural, and because it is often deeply injurious to the character and disposition of the pupil. Cases have come under my cognizance in which I have learnt that the temper has been permanently soured and injured by the habitual and inconsiderate preference and favour shown to one pupil-teacher over another. The managers of schools and the principals of training colleges ought to confer seriously with young teachers on this matter, and give them beforehand the benefits of their experience respecting it.

I have been led to believe that there was some decrease going on in the average annual stipends offered to certificated teachers; and all such facts as I have observed, or been told of, favored this view. Such decrease seemed probable, if not certain, from the fact that certificated teachers have multiplied at a greater rate than they could be absorbed by schools. At Peel National school, in July 1861, I found two excellent young men duly trained and classed for certificates, who had left their training college at Christmas 1860, without being provided with schools, and in spite of all their applications, had not met with situations when I saw them; I could enumerate similar cases. But when a market is so overstocked, it is likely that prices will fall. Again, a certain and definite decrease in a teacher's annual emoluments, largely affecting Lancashire, has taken place, in restricting any one teacher to a maximum of four apprentices; whereas, formerly, some teachers in the district had each as many as 12 apprentices. Then, too, those schools which employ two certificated teachers have had in some cases to curtail the emoluments of the head teacher, and have almost always given a comparatively small stipend to the second teacher. In these various ways, and for various reasons, it seemed, I say, certain that the average emoluments of certificated teachers were diminishing. I was surprised therefore on referring to the statistical calculations made for the past year respecting this district, and comparing them with those of previous years to find that the average pecuniary emoluments of certificated teachers, both masters and mistresses, are set down as greater at this time than in any previous year.

Emoluments of teachers.



I am informed that the average has been raised by a few exceptional cases.

One recent fact in reference to teachers is quite certain, viz., that in this district they are beginning to leave National schools for some other sphere of duty in greater proportion than I have ever known before; and this is more particularly the case with the best National schoolmasters. The two best National schoolmasters in the district were Mr. Wrigley, of Rochdale, and Mr. Preston, of Lancaster parish school. The first has just left the profession which he adorned so long for another appointment; and Mr. Preston also, I am told, is about to leave it. Again, there was scarcely any one more successful than Mr. Grant, master of Burnley parish school, but he, too, has during the past few months set up a private school: and private schools have been recently set up by Mr. Grey, master of Warrington parish school; by Mr. M'Coll, of Christ's Church school in Bolton; and by Mr. Dakin, of St. Thomas's, in Manchester; and by others. The fact is very remarkable, and I fear proves that many National schoolmasters, and especially the best of them, are beginning to think that they can do better for themselves in other spheres of duty; and this, possibly, results at least in some degree from diminishing emoluments.

Pupil-  
teachers.

I must not omit to say a very few words respecting the 1,291 apprenticed pupil-teachers whom we found at work in the schools inspected during the past year, and whose attainments we examined. Of the practical usefulness of this body in the schools it is impossible to speak too highly. In schools where they are employed we see ourselves, and we learn from managers and teachers, how indispensable they are to the efficiency of a school. But this fact is, perhaps, most brought home to us when we visit schools where there are no pupil-teachers, and compare the difference.

As regards the attainments of the pupil-teachers as a body, I have to speak in rather more modified terms. Looking to the subjects prescribed to them for examination, I think that in reading and composition the greater part do not acquit themselves so well as they ought to do; and the female apprentices generally need improvement in arithmetic also. The whole body, with very few exceptions, fails in the subject of grammar; particular attention is needed to the accidence and to syntax. I often find apprentices at the end of their fifth year who are grossly incorrect even about the parts of speech and common syntactical constructions. In the papers of the candidates for Queen's scholarships the comparative and super-

lative of the word *fore* was stated to be "*foreer*" and "*forest*." The verb "*became*" was set down by one candidate for a Queen's scholarship as a preposition, by another as an adverb, and so on. The word "*him*" was called a nominative case. These are not solitary or extreme specimens of mistakes, but common and average errors. My fear is that grammar is neglected for logical analysis of the sentence; in which latter study, also, no excellence is attained. I think the analysis of the sentence should not be required of a pupil-teacher in the third year, as it is not essential for the understanding of English syntax.

The subject of school fees is one which I think is not managed quite satisfactorily throughout this district. I do not think that it would be advisable that one uniform standard should prevail. Difference of situation and circumstances may render difference of fees expedient, or even necessary. But there are some plans which are everywhere and at all times inexpedient, and which are nevertheless sometimes adopted. Children are sometimes kept in the infant school because the parents cannot pay the higher fee charged in the juvenile school. This is bad. Scholars remain in a junior class because they cannot pay the fee charged in the higher class. This, too, is bad. Children are sometimes promoted to a high class because the parents wish it, and are ready to pay the higher fee charged in the higher class. This also is bad. Again, children in the higher classes often have no copybooks because the parents cannot or will not buy them. This should be avoided if possible; and it may often be expedient in such cases for the managers to provide copybooks for these children. An excellent plan respecting these points is adopted by one body of school managers in Manchester. They place a certain sum in the hands of the master for him to use at his discretion, and on his own responsibility, to provide for these pecuniary shortcomings among needy parents and deserving scholars; so that if the parent be really necessitous, and the scholar deserving, the master pays the fee and provides the copybook or slate out of the fund entrusted to him. Moreover, as a general rule, I fear the weekly fees in some parts of this district are higher than is desirable, and act to the exclusion of the very poor. Of one thing my experience renders me sure, viz., that in all great towns there is a large residuum of extremely poor persons, for whom it is absolutely necessary that free schools should be provided if the children are to receive any continuous education. In the district of St. Philip's, Hulme, in Manchester, which is better cared for than most others, this matter is spe-

School fees  
and free  
schools.

cially and generously attended to. In addition to providing large boys' and girls' schools, and two infant schools, and evening schools, the managers of the schools have provided a free school for the children of those necessitous poor who are always found in considerable numbers, living from hand to mouth in the most unhealthy courts and alleys of towns like Manchester and Liverpool.

The great point in the management of such free schools is to see carefully that they are not abused by the admission of children whose parents ought to pay. In the district in question this is duly attended to. Moreover, the pay school and the free school are made to play into each other, so to speak. For instance, if parents get into arrears for school fees, their children have to go to the free school; and again, if the parents of free school children get into good work they are required to send their children to the pay school. Both the schools are well conducted and full, and the system appears to work admirably. The free school, however, is attended with so much expense to the managers, that it could not be carried out in many districts. It seems to cost the managers about 1*l.* per child.

Half-timers  
and mining  
children.

The half-time system continues to work very well in this county and is on the increase. The system has long been adopted in most of the large factory towns of Lancashire, and their National schools are often crowded with half-time children. In one town, however,—I mean Manchester,—the system has made less way than in any other, and was evidently in disfavour; but during the past year, I have found more half-time scholars in Manchester schools than on previous occasions. Still, however, the proportion of juvenile labour is much less in mills in Manchester than in the other similar towns. The fact is certain, and it is strange, because adult labour is, I am told, higher in price in Manchester than in the other towns.

I am glad to be able to report that my colleagues and myself see some advance in educational machinery in the large mining districts of this country, although we still hear in some parts loud complaints from clergy and school-managers against the backwardness of some coal proprietors and lessees to help to educate the children of their colliers.

In my report last year, I spoke of the large and wise measures carried out by the Earl and Countess of Ellesmere for the education both of the juvenile and adult population employed in their mines. I was pleased to be told afterwards



by a very experienced manager of mines that the mining population on the Earl of Ellesmere's property were considered to be on the whole the most intelligent and steady in the county, and that he was always glad to get workmen who had come from that quarter.

I am sorry to say that the accidents in the mines here continue to be very serious every year, and that they mostly take place from recklessness and from want of intelligence and consideration. Nearly all the explosions and the fallings in of the roof and sides of mines result from ignorance or heedlessness; and these two causes alone—explosions and fallings in—have, I am assured, caused 51 deaths, besides serious injuries in this county during the past year. In the Earl of Ellesmere's numerous evening schools, all the common causes of explosions are explained, and also the absolute necessity for employing the requisite mechanical means to prop up the roofs and sides of the pits and shafts; and the colliers have thus timely impressed upon them what in too many places they learn by sad experience only.

Liberal and special means for the instruction of the colliers in this county have come under my official notice as pursued by Sir J. Kay Shuttleworth, Bart.; and also by the Earl of Crawford and Balcarres and his family; also by Charles Darlington, Esq., at Charnock Richard and Coppull; and by "the Trustees of the late Ellis Fletcher, Esq.," at Clifton between Manchester and Bolton. The accidents occurring are so calamitous that these wise examples ought to be imitated, with a view to diminish that awful loss of life in mines which has been calculated during the last year at the rate of more than 11 lives per day in Great Britain.

The impression left on my mind about the methods pursued Method. in conducting schools and in teaching is not altogether satisfactory. The chief general fault I still consider to be a want of attention to the minutiae of organization, order, discipline, and instruction.

As regards organization, too many teachers are still fond of keeping the classes standing on the floor, even when the school is provided with plenty of good benches and desks. I have seen this done even at the arithmetic and dictation lessons, when desks, if they can be had, seem specially needed to support the slates.

As regards order, far too little attention is paid to the mode of disposing of the caps and bonnets, both with reference to neatness and appearance in the room during school time, and to facility of finding them when the children leave school.

The copybooks are too often kept in a very disorderly way, not only in reference to the untidy appearance of each copy-book, but also in regard to the copybooks of one class being mixed up with those of another. The closets in which the books and apparatus are kept are very frequently more dirty and disarranged than they ought to be. The chalk is sometimes such as one cannot easily write with. Their own fixed place is not duly assigned to all books and apparatus. The children are not sufficiently taught to sit in their desks on an orderly and regular plan.

As regards discipline, passing over other defective points, I will refer to two only, one of which is injurious to the children, and both of which are troublesome to an examiner. I am sorry to say then that in some schools—a minority of schools perhaps, but too large a minority—I find the practice of copying from each other is not duly and effectually prevented among the scholars. The other point is, that when a class is being questioned, the children are not habitually disciplined and accustomed to hold up their hands, whenever they can answer, waiting in silence till the examiner calls upon some one scholar to give the answer. Those who are accustomed to examine a class with an earnest view accurately to test the children and to carry away a *bond fide* acquaintance with the class, and each child in it, really knows and can do, will, I think, agree with me in saying that these two points, viz., the total absence of copying, and the silent holding up of the hand in sign of readiness to answer a question are indispensable requisites of perfect method and discipline.

Defects in methods of instruction may be noticed in connexion with the few words I propose to add touching the subjects taught in our schools.

The subjects of instruction remain nominally the same as heretofore. But owing to the discussions of the last few years some subjects are almost wholly dropped, and others have less attention paid to them than formerly.

Amongst those subjects which have fallen into nearly total disuse are the notes of music and singing from notes. The little that is done in this line is chiefly on what is called the tonic sol-fa system. Drawing is not so far disused as music, but it is taught in few schools except those where the teacher gets a special payment for giving lessons in it; and if those special payments should be withdrawn it is evidently doomed. Thus, these two arts, from which at one time there seemed a possibility of giving to the poor some of that civilization and

refinement which a scholastic education gives to richer classes, are likely to disappear from National schools. Grammar continues at present to be taught in a majority of the juvenile schools, but not efficiently.

Geography is taught in all the juvenile schools, except a few very new or very backward schools.

Writing is taught in all schools, and more efficiently than any other subject.

One point in which improvement is needed in this matter is, that more children should write in copybooks, and that more care should be taken in seeing that good copybooks are provided. Another point is, that when children write on slates only, those slates should always have good lines neatly scratched upon them for the children to write between, and that very great pains should be taken by the teacher in setting a model copy for the children on the black-board; these points are not as duly attended to as they ought to be. Arithmetic is taught universally and carefully, and with considerable success. After writing, it is the most efficiently taught subject.

Reading is of course taught without exception down to the youngest child. This subject stands third in point of merit among those taught, although more time is spent upon it than upon any other. The fact is, I believe, that there are special difficulties in the way of good reading, and also that mistakes are generally made in the methods of teaching it. The great and essential element of good reading is for a person to understand thoroughly what he is reading, and this is rare among the children in our schools. Then, too, the Lancashire dialect presents a special impediment to good reading. The prevalent mistakes about teaching it are, first the teaching capital and script letters to infants. These should not be introduced to the notice of children till they can read monosyllables easily in the ordinary small characters. Secondly, the books commonly in use are not sufficiently amusing and interesting, and with this error is intimately connected the mistake of not making children thoroughly understand and appreciate what they read. And, again, teachers do not sufficiently read to children, exhibiting models of what good reading really is.

The teaching of Scripture and catechism is practised in every school which we visit. I incline to think that one fresh fact is noticeable in respect of this branch of education, namely, that in proportion as the calling of teachers has become, and is recognized more and more as a distinct and separate profession (which is certainly the case since the establishment of training colleges and certificates), so this branch of instruction



is being left to the teacher in many schools in a greater degree than it used to be some years ago.

Spelling, that is dictation, is taught in all schools, and with care, and with marked general improvement.

The last subject of instruction which I need notice is industrial employments. Needlework, in its various branches, is taught in almost every school to every girl old enough to learn. I found one parish indeed during the past year in which the farmers and others had met and resolved that they would not send their girls to the school if they were set to learn needlework; they wished them to learn book-learning at school, and argued that they could practise needlework sufficiently at home.

No industrial work besides needlework is much found in schools in this district. The Countess of Ellesmers has a school at Worsley, in which the girls practise cooking, &c.; and a desire is manifested in a few places to introduce such employments. The most extensive and methodical attempt at such work is carried on at St. Philip's schools, Hulme, in Manchester. The following letter, kindly sent to me by the Rev. Robert Birley, details what is being done there:—

St. Philip's Rectory, Hulme, Manchester,

14 February 1862.

MY DEAR SIR,

It will be in your recollection that my colleague, the Rev. G. N. Merrifield, forwarded to you a full and detailed statement of the industrial department of St. Philip's School, Hulme, a few weeks after its commencement, about two years ago. Since that time the industrial work has been carried on continually and systematically according to the arrangements laid down in that statement, and the experiment has been attended if not with large, at least with decided success. The work, begun on a small scale, has been progressing, but we have to contend against prejudices, fancies, and objections on the part of parents, the majority of whom consider that their children should only learn such things as reading, writing, &c., at school, and that they can be taught cooking and washing as well or better at home.

To speak of the kitchen work first.

*Cooking.*—It has been found convenient to employ an experienced woman to teach the girls cooking and washing, so that the mistress may not be absent too much from her own school. Both the older girls and pupil-teachers show increased skill and interest in this department. In addition to preparing nourishing food for the sick (as mentioned in your former report) they also cook dinners five days a week for 12 or 14 of the poorer scholars, who dine together in the kitchen. These dinners consist of such things as Irish stew, pea soup, potato pies, rice, or other plain puddings, and occasionally fruit pies or puddings in the season.

The cost of the materials used in cooking for the sick and for these poor children is provided partly out of money collected at the offertory. The amount expended during the year ending on the 31st of January 1862 was 30*l.* 9*s.* 11*d.* This is found to be both a satisfactory and economical mode of distribution. I append a statement of food, &c., supplied during the

year ending on the 1st of February 1862. This statement is furnished by the mistress (Miss Harle), who continues to superintend and to take great interest in the work.

Description of Food.	Quantities made.	—
		£ s. d.
Beef tea - - -	1,407 quarts at $2\frac{1}{4}d.$ per quart	13 3 $9\frac{3}{4}$
Soup - - -	228 " $1\frac{1}{4}d.$ "	1 3 9
Gruel - - -	33 " $\frac{3}{4}d.$ "	0 2 $0\frac{1}{4}$
Beer and porter* - -	86 pints at $2\frac{1}{2}d.$ per pint	0 17 11
Puddings - - -	199 at an average cost of $1\frac{3}{4}d.$ each	1 9 $0\frac{1}{4}$
Meat dinners - -	131 " " $2\frac{1}{2}d.$ "	1 7 $3\frac{1}{2}$
Children's dinners - -	2,599 " " $1\frac{1}{2}d.$ "	16 4 $11\frac{1}{2}$
	Total - -	34 8 $9\frac{3}{4}$

One pupil-teacher in turn is in charge during the week. She purchases the materials for cooking, of which she has to keep an account. She has to calculate the expenses per head of the dinners, and to enter in the "register of recipients" the names of all sick persons receiving food. These entries and calculations are shown to the mistress of the girls' school at the end of the week. By this plan the pupil-teachers are learning both domestic economy and book-keeping in a practical way.

*Washing.*—Besides the work done in washing clothes belonging to the children, as well as towels, dusters, and other articles belonging to the schools, the surplices of the church choir, and occasionally those of the clergy are here washed and ironed. I can safely state that they are as well "got up" as by experienced washerwomen in the neighbourhood. Hitherto no charge has been made for doing this work; it is proposed this year that a payment should be made to the industrial department for washing surplices, the payment varying from  $3d.$  and  $4d.$  to  $6d.$  and  $8d.$ , according to size.

As to the probable *results*.—From the character of the population (composed chiefly of mill hands, labourers, and small shopkeepers), and from the early age at which the children leave our school, little I fear can be done towards training domestic servants. The special object aimed at is to teach the children habits of tidiness, order, and economy, and through the children to introduce, if possible, the same orderly and frugal habits into the homes of the labouring poor.

*Sewing Classes.*—A very important addition has been made here. For while the schemes mentioned in your former report are still carried on, there is now also an industrial class for boys. This class has been in operation nearly two years, and I venture to send you some particulars respecting it which I think may prove interesting. About 50 boys are assembled one evening in the week from 7 to 9 o'clock, to learn sewing under the direction of a tailor, aided by two or three monitors, who assist in keeping order and giving out the work.

Many of the scholars being half-timers and almost all children of parents in very indigent circumstances, no payment is taken. Occasionally premiums are offered as rewards for skill and attention, in the form of pieces of material for trousers and smock frocks, and these serve as an inducement to perseverance and exertions. Recently *shoemaking* has been commenced,

\* Private gifts.

and some few pupils are making fair progress. This branch of work is in great favour with the boys.

These evening meetings afford an opportunity for receiving deposits into a "penny bank" for small savings, which are repaid "on demand" for clothing, or otherwise, as may be preferred by the depositor. The amounts are never large, few depositors having five shillings in the bank at any time, but from the frequency of the deposits this mode of laying by a "trifle" seems to be appreciated.

During the evening work a story book is read aloud, which, if well selected, may combine instruction with amusement; whilst it also conduces greatly to quietness and order. Doubtless a well lighted, *well warmed*, and *cheerful* room is in itself no small attraction.

There can be no question as to the great benefit of this sewing class, not only as instructing boys to make and mend their own clothing, but further as supplying them with a resource and suitable occupation at home, thereby diminishing the temptations to mischief and vice, to which they often yield through sheer want of something to do. \* \* \*

The advantages of tidier and better managed homes as a *moral result* ought not to be overlooked. But I fear my communication is too long already.

I remain, &c.

Rev. W. J. Kennedy,  
Her Majesty's Inspector of Schools.

(Signed) ROBERT BIRLEY.

Queen's  
scholars.

I see that the pupil-teachers of Church of England schools in Lancashire and the Isle of Man have succeeded in obtaining, on this last occasion, 108 Queen's scholarships. Out of these the male Queen's scholars number 42 only, and the females 66. But rather more than double the number of those who have got Queen's scholarships completed their apprenticeship during the past year; so that there is opened an interesting field of inquiry as to what has become of all those who completed their apprenticeship but are not Queen's scholars.

I have the honor to be, &c.

W. J. KENNEDY.

To the Right Honorable  
The Lords of the Committee of Council on Education.



APPENDIX.

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LETTER from the Rev. NEVILL GREAM, Her Majesty's Assistant Inspector of Schools in Lancashire, &c.

MY DEAR SIR,

Liverpool, 8 January 1862.

You kindly ask me to send you any remarks I may have to offer, with respect to the progress of education in our district during the past year.

I am happy to be able to say that the localities I have visited have shown no signs whatever of retrogression in that great work. For, notwithstanding the very depressed state of this and all other manufacturing districts, whilst I do not know of a single instance of an established school being discontinued, I can name many where the former inefficient school has been re-organized and rendered effective by the appointment of certificated teachers and other means, made available by the Government grant. And I think the result of all this increase of the machinery of education tells its own tale of success.

In all the "strikes" and "turn-outs" which have been so frequent of late, and in all the sad distress of which we have heard from the "short time" which the depressed state of trade has caused, where have we heard of any of those acts of violence which used formerly to disgrace the country? And again, how softened are the manners of the rising generation in comparison with those of their forefathers. In those towns and villages where formerly one heard nothing but oaths and curses, it is no uncommon thing now for those children who attend the schools, to greet you as you pass with a bow, or to offer to run and show you the way. The night schools in particular have done a great work in this respect, especially where the clergy have devoted a portion of their time to superintend and teach.

One most successful instance of this I will name. It is in a coal district not far from Blackburn. Only two years ago, when the school was first opened, the scholars were so rough and uncouth that they would even address the clergyman by his christian name, and were also so noisy that teaching seemed to be out of the question. By indefatigable labour, however, on the part of a most zealous clergyman, these hardest of materials have been so metamorphosed that they now form one of the most respectable and best disciplined night schools I have ever visited.

The scope of this letter will not allow me to go more into particulars. I cannot conclude without alluding to the great loss we have sustained in the removal of one of our best schoolmasters, Mr. Wrigley, of Rochdale, to the Industrial Institution near Manchester. I trust, however, that the sterling example which he has so long afforded has not been lost upon our younger masters, many of whom he has trained and taught. I heartily wish him success, so that our loss may turn to his gain, for few men deserve it so well as he does.

I hope that my opinion expressed in this letter does not militate against yours, but if it does, I wish you to understand that I write under correction, especially when in opposition to one of such great experience as yourself.

Believe me, &c.

(Signed) NEVILL GREAM.

Rev. W. J. Kennedy,  
Her Majesty's Inspector of Schools.

GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, Rev. J. P. NORRIS, M.A., late Fellow of Trinity College, Cambridge, on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of CHESTER, SALOP, and STAFFORD.

MY LORDS, January 1862.

In presenting my twelfth annual report to your Lordships I have to record the same steady progress as in previous years.

Permanence  
of good  
schools.

Looking back over this period I am especially struck with the permanent character of the work done. It has very seldom happened that a school after once attaining a really satisfactory condition has lapsed into inefficiency; only three or four cases occur to me in the whole district.

On the other hand every year has brought a large accession to the number of good schools. Of the 430 schools now in receipt of annual grants I should mark one fourth as decidedly good, more than one half as fair, and the remainder, less than one fourth, as only moderate.

Good, fair,  
and moderate  
schools

In order to convey to your Lordships a more definite notion of what I mean by these terms, *moderate, fair, good*, I extract notices of schools of each class from my Tabulated Reports.

The following may be taken as a specimen of what I call *moderate* :—

M— N.S.—“A small mixed school in a rural parish, not visited before. The teaching lacks animation. Reading monotonous and indistinct, writing pretty fair, spelling good, arithmetic of first class fair, of others backward; needlework fair as far as it goes, none cut out, and none of those present could make a stocking without help. Parallel desks have been ordered.”

I next give a specimen of a *fair* school :—

B— N.S.—“Considering the very desultory attendance of the children (an average of 45 only out of 80 on the books), the children's behaviour and progress reflect great credit on Mr. D—. The best points in his department were the Scripture knowledge of the first class, and their writing and spelling from dictation. They are much improved also in reading and singing. The weak points are the copy-book writing and arithmetic, but very many had been absent nearly all the summer months. The needlework is excellent. Six of the girls can cut out their own work, and nearly half the school can fix it. There is a sale of work each year, and the profits are given in prizes.”

The following is a report on a school which I call decidedly *good*. It is a mixed school of about 160 children :—

L— N.S.—This school continues to be distinguished among the schools of my district for good discipline and general efficiency. The young children are well grounded by Mrs. A—, and then passed on to Mr. D— and his

two pupil-teachers in the large school. The girls return to Mrs. A—— in the afternoon for their needlework, which is most carefully and successfully taught. Of about 40 elder children I may say that their reading is remarkably good, religious knowledge accurate and intelligent, composition fairly correct, and singing excellent. A dozen elder boys are learning to draw, and are mastering the early propositions of Euclid; these have gone through two books. I thought their arithmetic not quite proportionately good. They continue to take an interest in their gardens, each keeping a Dr. and Cr. account of his allotment, and making 9s. or 10s. profit by it, on an average. The school is decidedly successful, retaining the children almost uniformly until their twelfth, and not a few until their fourteenth year, and so making a really permanent impression on their minds and characters.

As a further illustration of the standard of instruction in our *good* schools, I would beg especial attention to the specimens of children's written answers to questions proposed to them in our Prize Examinations, given in the Appendix to this report.

I speak with the more confidence of the standard attained by our annual grant schools, because my experience during the past year has not been confined to my own district. During the summer months I made a tour of inspection for my colleague, Mr. Brookfield, in Surrey, Kent, and Sussex. I found I was able to apply to the schools of those counties precisely the same standard of efficiency that I am in the habit of applying to the schools of Cheshire, Staffordshire, and Shropshire. About the same proportion ranged severally under the terms *good*, *fair*, and *moderate*. Indeed the only general difference that I could detect was that less attention seemed to be given in those southern counties to industrial training. I found the schools were hindered by the selfsame difficulties as in the north,—irregular attendance, early removal, rustic awkwardness in learning the elements,—and were overcoming these difficulties with about the same general measure of success.

Schools of this district compared with schools in Kent, Surrey, and Sussex.

There, as in my own district, the teachers appear to have profited by what has been so frequently said in the last two years about the paramount importance of the elementary subjects of instruction.

I have before me memoranda of 50 schools in my own district, and 20 schools in Mr. Brookfield's district, which I examined with special reference to proficiency in *reading*.

Statistics of proficiency in reading.

My memoranda state the proportion of children in each school (infant departments excluded) able to read *fairly well* a newspaper, and the third Irish book, respectively. The third Irish book they were familiar with; the newspaper was, of course, quite new to them. By "*fairly well*," I mean sufficiently well to be easily understood by a listener without book at a distance of three or four paces.



I find that of the children in attendance at the 50 schools in my own district,  $8\frac{1}{2}$  per cent. could read the newspaper; in the 20 schools in the south-eastern counties  $7\frac{4}{5}$  per cent. In both districts the proportion that could read the third Irish book was as nearly as possible *one third*. My colleague, Mr. Sandford, applying his own independent reading standard to 40 schools inspected by him (chiefly in Staffordshire), reports to me that, of the children attending these schools, 30 per cent. could read the third Irish book with ease; and my colleague Mr. Fraser has furnished me with very complete and elaborate statistics from 143 Cheshire inspections, from which it appears that  $8\frac{4}{5}$  per cent. passed the more difficult reading test. These results are so curiously coincident with mine that I think I may assert with confidence that, in our annual-grant schools generally, *one third* of the children can now read fairly well what they are accustomed to read, and about one in twelve can read whatever is put before them. Two years ago my estimate was that *one fourth* could read fairly well such a book as the third of the Irish series. This advance from *one fourth* to *one third* represents pretty accurately the improvement effected since the teachers began to give more special attention to this subject. It is my impression that a similar improvement has taken place in *writing*; but in writing the children's proficiency has always appeared to me fairly satisfactory,—certainly beyond the standard of middle class and grammar schools, as tested by the Cambridge local examinations, in which I have now for four years taken part.

But to return to the reading: it remains to inquire how far this degree of attainment—one third reading aloud easy prose narrative fairly well—is to be considered as satisfactory.

In our own class many children can read aloud such a book as Robinson Crusoe at seven years old; at eight years old we might expect all our children to read it, unless there were special reasons for their backwardness. But then we must remember that in the children of cottagers there are very great difficulties of pronunciation to be overcome before their reading can be fairly intelligible. Making allowance for this additional difficulty which the elementary school teacher has to contend with, it may perhaps be fairly expected that if the child at the hall or parsonage can read aloud an ordinary book at eight, the cottager's son ought to read it at nine years old. Now on reference to the tables of age appended to this report, I find that, excluding infants, very nearly one half of the children in our boys' and girls' schools are turned nine years old.

One third  
of the chil-  
dren read  
fairly well.  
Two years  
ago one  
fourth.

Would it then be unfair to expect that one half of the children in these schools should read with ease the third Irish book? That this is not an unreasonable expectation is, I think, conclusively proved by the fact that the best schools in my district have attained to this standard. Out of the memoranda referred to above, I have selected the ten best schools, and I find that of an aggregate attendance of 1,297, I marked 641 as able to satisfy this test.

One half might fairly be expected to read well.

I say, therefore, with some confidence that in a school of children above six years old, one half ought to read aloud fluently from a book of general information. Two years ago I found that *one fourth* could do it; this year I find *one third* can do it. We may still expect improvement.

I now come to my severer test, the newspaper. I find that in the ten selected schools, out of 1,297 children, 249 read aloud a newspaper very fairly. This is nearly one-fifth, and may be taken to represent the first class, the mean age of which in these ten schools was 12 years and 2 months.

Now, although the mean age of the first class of the schools of my district, taking the average of 220 schools of which I have memoranda, is only 11 years 3 months—nearly a year below that of these select schools—still, I think, when more attention shall have been given to this most important exercise, we may fairly expect the first class, as a general rule, to reach this standard of good reading. At present, as I said, only one in twelve, (that is, less than half of the first class), are on an average equal to it. Here, therefore, improvement may also be expected; and with a view to it I would conclude this subject by offering two suggestions to the teachers.

First, that they should give greater *variety* to the reading exercise of the first class, passing a newspaper or library book occasionally round the class, or a printed circular, and, now and then, a manuscript letter or the children's own theme books.

Suggestions as to first class reading lessons'

And, secondly, that they should above all things remember that children will never read aloud well, nor, indeed, read at all with profit, unless they read *with appetite*. Many of the reading extracts put into children's hands are wofully deficient in spirit. Half an hour of Sir Roger de Coverley, or Robinson Crusoe, or Cowper's "Task," would be worth hours of "lessons on natural history" or "descriptive geography." And in these occasional lessons, while each reads aloud in turn, the rest of the class should listen without books, the teacher himself often taking up the book and reading a piece, by way of example.

But while we urge on teachers the duty of giving their chief attention to the elementary subjects, we must ourselves

The best educated teachers are

the simplest  
teachers.

remember that it is altogether impossible for a teacher with an uncultivated mind to give a spirited lesson on any subject, however elementary.

Of all the vulgar notions that still misdirect public opinion on the educational question, the most mischievous is the fallacy that the less educated a man is the more simple will be his teaching. My own experience of teachers—and more than a thousand have given lessons before me—leads me to precisely an opposite conclusion.

Go into a school and listen to an old-fashioned pedagogue, with his "Tutor's Assistant" on his desk, trying to explain to children of seven or eight, such a word as "*redeemed*" in the Catechism: "*Redeemed* means *bought back*, '*re*,' back, " and '*deemere*,' a Latin word for *to buy*. Now what is *redeemed*? Bought back, yes; go on." And so the poor children go on, and so they used to go on in half the schools in the country in "the good old days," asking for bread and getting a stone.

Now let one of our trained teachers take the class, one who for two years of his life has listened to the lectures of highly educated men. By picturing forth to the children a poor man, who by his own misconduct has fallen from bad to worse till he is in prison,—and how a friend comes, and, seeing there is still some good in him, pays all his debts and sets him free, and taking him into his own service, into his own family, gives him a new start in life,—he awakens the children's understanding, and fixes in their minds an association with the word "*redeemed*" which will cling to them for many a year.

And why is this man's teaching so far more *simple* than that of the other? It is because he himself knows much more than he has to teach; because he draws from a large store, selecting what is proper for each; like the scribe who is instructed for a kind of teaching, that more than all others requires simplicity, "he bringeth forth out of his treasure things new and old."

Disproportionate attention to higher subjects in early years.

If our certificated teachers in earlier years gave too much time to geography and grammar lessons, and too little to reading, writing, and ciphering—which I am not denying—it was due, not to their over-education, but to the strength of the re-action from the merely mechanical teaching of the older type of school. This re-action, like almost all re-actions from error, carried us for a while into the opposite extreme. Moreover, we all hoped ten or twelve years ago that we should retain children, as a rule, until their thirteenth or fourteenth year; and to this supposition, which, to some



extent, has proved illusory, our methods of instruction were adapted.

Nothing has shown more remarkably the good sense of the teachers than the way in which during the last two years they have set themselves to correct this fault in their teaching.

About 550 certificated teachers and 872 pupil-teachers are employed in the district. Of their conduct during the year, I have a most satisfactory report to make. About sixteen apprenticeships were prematurely ended in the course of the year:—six were cashiered for misconduct or failure in attainments, two died, the rest were withdrawn for ill health or other reasons. Forty-two boys and 40 girls obtained Queen's scholarships at Christmas.

Teachers and pupil-teachers.

I now pass to another side of the work of education, in which I rejoice to find the success of our best schools fully acknowledged by the Royal Commissioners.

Moral results of school training.

I have from time to time in previous years, and especially in my reports for 1856 and 1859, illustrated from the after conduct of our young people the good results of the moral training they had received at school.

During the past year I was led to institute an inquiry respecting the conduct of the girls who had passed through five of our best girls' schools in Staffordshire and Cheshire. It was obviously a test which in earlier years of the system would have been impossible, because the worth of a girl's moral training is not proved until she has reached womanhood. I therefore limited my inquiry to those who had passed through the schools between the years 1850 and 1856; and further, that the information might be really trustworthy, I selected such schools only as had been from the year 1850 to the present time under one and the same mistress.

Especially in case of girls' schools.

I asked two questions; first, "how many girls in those five years passed through your school,—staying long enough to reach your first\* class?" And secondly, "how many of these girls have subsequently forfeited their good name?" taking care that this last question should be distinctly understood, and allowing two or three weeks for the reply.

Conduct of "old scholars."

I give the results.

The list from the first school (in a parish of small farmers) I give entire, to show how carefully the inquiry was conducted. The others I shall abridge.

\* I repeat here,—what I said in my Report for 1859, in a passage which, being taken apart from its context, has been misconstrued in the Report of the Royal Commissioners—that it is unreasonable to test the success of a school by the after conduct and attainments of those who left it in mere infancy.

1. Farmer's daughter ; good home ; 10 years at school ; confirmed ; regular communicant, and in every way satisfactory ; living at home and useful.
2. Farmer's daughter ; confirmed ; now a pupil-teacher ; well conducted, and doing her work steadily.
3. Labourer's child ; confirmed ; now at home, and well conducted.
4. Farmer's daughter ; good home ; 10 years at school ; confirmed ; regular communicant, quite satisfactory ; now at home and useful.
- 5 and 6. Farmer's daughters ; 9 and 10 years at school ; confirmed ; both now at home, and really useful and satisfactory.
7. Child of bad parents, only in the parish a short time ; now left it, and gone to the potteries ; a most wilful girl ; do not know anything of her now.
8. Farmer's daughter ; good mother-in-law ; *always* satisfactory and well-principled ; confirmed ; was a nursery governess, now respectably married.
9. Half-sister to the above ; good painstaking child ; now a teacher in a good school at Nottingham, and working well.
10. Farmer's daughter ; father a confirmed drunkard ; not married to her mother ; lives at home, and working ; thoroughly well conducted ; confirmed, and regular communicant.
11. Farmer's daughter ; steady, good girl ; confirmed ; now at home, and useful ; regular communicant.
12. Labourer's child ; drunken father ; confirmed ; good girl ; several months' illness patiently borne, and died.
13. Small farmer's daughter ; mother married secondly a wicked man, and she died ; been left to herself, and is perfectly steady and well conducted ; no longer in the parish ; occasionally see her.
14. Labourer's child ; in service in the neighbourhood, with good character.
15. Quite poor parents ; always thoroughly steady, and a very good daughter ; been in good places, and now in service, and has a high character.
16. Farmer's daughter ; good at school ; confirmed ; at home and useful, and well conducted.
17. Mother married second time a drunken blacksmith ; irregular at school, and not for long ; made a bad marriage with a man much older than herself, and not a good man.
18. Small farmer's daughter ; good mother ; confirmed, and a communicant ; at home, ready to go to service ; thoroughly well conducted.
- 19, 20, and 21. Large farmer's daughters ; good mother ; father, superior class ; all now at home ; the eldest has been out ; confirmed and are communicants, and well conducted.
22. Labourer's daughter ; in service in good places, and very steady.
23. Sister of above ; always a good girl ; has been in a gentleman's service four years ; behaved exceedingly well under very trying circumstances of an assault by a fellow servant.
24. Daughter of small farmer ; painstaking girl ; parents left the parish ; helps her elder sister in a school at Manchester, and doing well.
25. Brought up by grand-parents, who are careless and unsatisfactory ; very irregular at school, and ignorant ; still with them, a useful drudge.
26. A labourer's child ; taken early from school to go to an aunt in London ; came back ; went into service ; lately changed her place unwisely, but always well conducted.
27. Sister of No. 12. ; thoroughly good girl ; confirmed, and constant communicant ; been apprenticed to dressmaker ; at home now dress-making ; ready for service if health allows.
28. Another sister ; untruthful and sly at school ; been in farm service ; and *fallen*.
- 29 and 30. Daughters of a drunken blacksmith ; were not long at school ; live at home, employed in needlework and dressmaking ; quiet and well behaved ; confirmed, not communicants.

31. Labourer's child: good mother, married second time; untruthful and plausible child, and went out as dressmaker; has made a discreditable marriage.
32. Poor parents; steady, trustworthy girl; confirmed; pupil-teacher.
33. Small farmer's child; confirmed; at home, and really useful; well conducted.
34. Small farmer's child; went to service, came home ill and died; a good girl.
35. Sister to No. 2.; nervous, has fits; cannot remain in service, now at home.
36. Sister to the above; very timid and shy; in service, and well behaved.
37. Farmer's daughter; not long at school; now at home helping her mother; quiet and well conducted.
38. Labourer's daughter; went to service; and now married and lives in the parish respectably.
39. Farmer's daughter; confirmed; and lives at home and helps; well conducted.
40. Labourer's daughter; not long at school; been in service in the parish; now respectably married.
41. Labourer's child; at service; steady.
42. Illegitimate child; lived with a grandmother; not a good girl at school; went to farm service, and had to be looked after; now in a good family, and good hope of her.

Of this list of 42 only *one* is known to have fallen; one is lost sight of; and of one other the account is not satisfactory.

The next account is from an important girls' school in a parish of large dairy farms.

Total number of girls who left between 1850 and 1856, 104; married, 28; in gentlemen's service, 12; in farm service, 46; at home, 6; dressmakers, 5; plain workers, 2; laundress, 1; dead, 1. Of these *three* have fallen. The mistress gives a very satisfactory account of nearly all the girls; many of them are in the same situations that they went to on leaving school. Two of the girls who went wrong lived in a very rough farmhouse. It is hoped that all three are now well conducted.

The third school made a return of 75 girls, but with respect to 30 of these the information was rather imperfect. 14 were creditably married; 3 discreditably married; 2 had illegitimate children. Of the 75, 22 either remained at home or went to learn mantua-making; 53 went into service.

The fourth schoolmistress reports that,—

"Of the 49 girls who left during these years, 34 had reached the first class, the rest the second. 9 are employed at the silk factories; 12, chiefly farmers' daughters, are at home; two are married; and the rest are in service. I am very glad to find that only *one* has gone astray. She is employed in farmhouse service."

The fifth school, in a mining and manufacturing district, makes a return of 127.

Of these 21 are married; 57 are at home with their parents; 24 in service; 13 pupil-teachers; 5 dressmakers; 2 emigrated; 5 dead. "*One only* is known to have lost her character,—the motherless daughter of a drunken father, who went to service and was seduced by her master. I think you may depend on this information as strictly accurate. The result of the inquiry has given me great cause for thankfulness. In the midst of temptations so great as exist in this district, the wonder is not that any fall, but that so many stand."



Moral influences\*  
of our  
best girls  
schools.

These results need no comment; they speak for themselves. *The answer to my question is eleven out of 397.*

Those who know the daily aspect of our best girls' schools, —the well-scoured floor, the perfect order, the personal cleanliness and neatness, the animation and attentiveness of the classes, the kindliness of association, the care of the little ones, the gentle though firm bearing of the mistress;—who have followed the girls to their homes, and seen as their mothers see, and like to tell, how obliging and tidy they have become, how in all their duties "what the teacher would say" is ever in their thoughts, the tearful evening when her look has been a grave one, the gift of flowers on her birthday, the letters that must be written to her in the holidays;—who have met the girls in the road, or sent them on an errand, and noticed the respectfulness, and above all the *steadiness* of their manner;—those to whom all this is familiar will hardly need the evidence I have been giving to assure them that when childhood is over, and the girls so trained have gone forth with woman's lot upon them to confess the faith that they have learned at school, such early influences will not—cannot fail of their effect.

But to this favourable picture there are two drawbacks. One,—the fewness of such schools. I cannot speak thus confidently of more than thirty girls' schools in my district. In small parishes mixed schools are almost a necessity, and in mixed schools, under a master and sempstress, the girls' training in womanly habits can hardly be so complete. The other drawback is that in many of these schools, excellent as they are, there is a want,—a want of something to remind the girls while at school that there are other merits besides proficiency with pen, or slate, or needle, and that on these other merits their value and success in after life will mainly depend. The position of a girl at the head of a good school, doing her work easily and usually getting praise for it, is a flattering one; and the transition from this to her "first place" in service is apt to be distasteful and trying. There is often an unreadiness—a *fecklessness*, to use a north country word—about such a girl which, however blameless her character, cannot but impair her usefulness as a servant. I believe that the employment of some hours each week in household work in a school kitchen

Advantages  
of industrial  
training.

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\* It has been asked what Inspectors mean by "*the tone*" of a school. When a medical man uses the term, he means "a healthy state of the system;" and in much the same sense, for want of a better word, we use it to express the sum of those moral influences of which I have spoken in the text, and on which, far more than on the mere lessons taught, depends the character of the young people it sends forth. Some regard this view of school results as transcendental; do they think so when they have to engage a servant?

or laundry is the best remedy for this. At Sandbach, Acton, Lawton, Astbury, Poynton, Oxton, Walsall, Freehay, Blymhill, Stokesay, and Middle, this has been tried with good effect. Strange to say the chief difficulty lies with the parents, who are almost uniformly averse to it, and it requires some artificial inducement—a dinner once a week, or a suit of clothes once a year,—to overcome their opposition.

It is worth while to observe what proportion of the scholars who had passed through those five schools, and of whom I gave account above, are in service. In the second, third, and fourth schools *more than half* of the whole number went to service,\* and these schools have all industrial departments appended to them. In the two other schools, which give no household training, a much smaller proportion.

In endowed hospitals, workhouse schools, and orphanages, of course there are far greater facilities for this branch of education.

I subjoin my report on Preston hospital, in Shropshire, one of the best schools of this kind that I have seen.

#### PRESTON HOSPITAL.

"This was my second visit (by invitation) to this excellent institution. The school forms part of the hospital. Twenty-five girls are boarded, lodged, and trained for service under the matron, Mrs. McLean, free of charge. They do all the house work, make all their clothes, and give some portion of each day to lessons. Needlework and knitting excellent; religious knowledge and reading good; writing, spelling, and arithmetic very fair. Most of them can cast up a bill readily, and read aloud any ordinary book intelligibly. Their cleanliness and good behaviour are very striking."

For boys, the partition of time between school and field work has been attended with the best effect where it has been accomplished. At ACTON, ELLESMERE, ROSTHERNE, and TEDDESLEY, the scheme has been many years in operation. I will conclude my report with notices of the plan as adopted at these four places.

Boys' agricultural training; half-time schemes.

#### TEDDESLEY FARM SCHOOL.

"The method of farm-training, which has been continued for ten years on Lord Hatherton's estate, might well be imitated wherever a landed proprietor employs many boys on his home farm. The Teddesley boys, excepting two or three who have to go in turn with the teams, assemble in a spare room in the farm yard each morning, during the summer months, at six o'clock, for two hours' instruction under a teacher; they then have breakfast, and go to field labour under a head labourer to whom their indus-

\* I invite especial attention to the statement that 60 per cent. of the girls educated at three of the best girls' schools in my district have gone into domestic service, and bear good characters. If domestic servants are scarce and often unsatisfactory, it is due, I am convinced, to the lamentable want of good girls' schools, such as the above, and to the fact that most of our country girls are still sent to mere dames' schools, where their instruction is of the most frivolous character.

trial training is entrusted. (The teacher might be an assistant in any neighbouring school.) Little more is done in the two hours than keeping up the elements of reading, writing, and the simplest arithmetic; but even this is very valuable, and the results of their combined training are most satisfactory."

Lord Egerton's plan at Tatton is different from this; it is in connexion with the parish school. I subjoin the rules, and one of the letters which I received from the scholars describing their work.

#### RULES.

1.—Boys who are twelve years old, have been regular in attendance at school, and satisfactory as to progress and conduct, will be recommended as half-timers to Lord Egerton.

2.—The remuneration given for the first year will be 3s. per week each; for the second year, 4s.

This money is not only wages for work done, but also a reward for attendance and good conduct at school; it will therefore be withheld in the case of any boy who cannot produce weekly, to Lord Egerton's farm bailiff, a certificate of his regularity, punctuality, and good behaviour at school.

3.—Each *half-time boy* is understood to engage himself as such to Lord Egerton for two years.

4.—Each *half-time boy* must pay the full school fee.

(Signed) EGERTON OF TATTON.

REVEREND SIR,

Rostherne Boys' School.

MR. HODGKINSON, our schoolmaster, told us that you had been here the afternoon that we were at work, and that you very much desired a letter from each of us, which we are all very glad to write. I'm sure we shall all be very glad to see you again this year if you come, and I hope we shall get a very good account, even better than ever we have got before. I have only been one year at field work last July, so I shall go on till this time next year, unless I am made a pupil-teacher. I don't know whether my parents will allow me, for Mr. Gainsford said it would not be advisable, as things were in such a very unsettled state. But I will now describe the half-time system. There are five boys on each side; two on each side of which are helping two men to feed up the cattle for sale, and another helping a man to cut hay for them, which is done by steam, and to boil turnips for the horses, and myself and another are doing odd jobs, such as cleaning turnips and mangle, and driving horses with the plough, and fearing birds off the newly sown ground, and many other odd things. Our governor's name is Mr. Henry Newhouse, who is very kind to us all. We are paid by him every Friday at one o'clock, but before we can receive our wages we must give him a certificate from our schoolmaster, and also before we can obtain the service we must have a certificate both from Mr. Gainsford and Mr. Hodgkinson to show that we are well up in our lessons, and have been good boys. I think I have now told you all about the half-time system, and every thing else that is worth mentioning, so I now conclude by remaining

Your obedient Scholar,

\* \*

At ELLESMERE the scheme is worked by the Vicar less expensively. I subjoin his own account of it:—

"You ask me how my national school half-day labour-class gets on. It has been now at work for some years, and I think I can say it has done all it was meant to do. It keeps lads at school till they are 15 years old; they pass three hours, from 9 to 12, in school each day, and work from 1 to 5. I find as a fact that they keep up to the best of their class when in school,



though they have but half a day; and their work in the fields fits them at the end of their two years to take a good place where some skill in the use of the spade, and some sense of the art of field work is of use. They have 1s. 6d. a week for their pay, and 6d. more is put to their book at the savings' bank. This is lost to them if they leave or are sent away for a wrong act ere the two years have been spent in field work. The class has up to this time paid its way. I find that the labour-class, while it helps the boys who are in it, gives at the same time a spur to those who wish to join it, and now and then keeps boys at school who would leave if they had no hope of a place in it.

(Signed) "JOHN D. DAY."

The following is my twelfth annual report on Acton school in Cheshire. For fifteen years this school has maintained the very highest character for efficiency, well illustrating what I said at the beginning of this report about the permanent character of our good schools.

"The industrial work goes on as usual; about 20 of the boys, besides working in the school garden, are employed for half days occasionally in the neighbouring farms, or the Hall garden, and paid at the rate of 3d. for the half day. 30 or 40 others are in training for this half-time class in the school garden under Mr. Allen. About 30 of the elder girls are taken in turn into Mr. and Mrs. Allen's house for household work. If the attainments of this school seem above par, it should be remembered that the children's attendance is far more steady than in most schools. Nearly all seem to stay at school 5 or 6 years. The mean age of the first class is 13 in the boys' school, and 12 years 10 months in the girl's school. Capitation Grant is claimed on 150 out of 270 on the books. But then again these most satisfactory statistics are due to the acknowledged efficiency and high character of the school."

It is worthy of remark that in these rural schools, where a half-time system has been adopted, as also in many of the Staffordshire schools that have been brought under the influence of our prize schemes, the children of the labouring poor voluntarily stay at school until their thirteenth, fourteenth, and even fifteenth year. In the factory *half-time* districts, it is of course the rule for them to stay until thirteen. It has, I think, been too hastily taken for granted that the period of schooling for the labouring classes must terminate with the eleventh year.

The *mean age* of the first class in 220 schools in my district is *eleven years and a quarter*, implying, of course, that the children who reach the first class stay at school on an average until about their twelfth birthday, and of these one half, at least, are children of the labouring poor.

I have the honor to be, &c.

J. P. NORRIS.

To the Right Honorable

The Lords of the Committee of Council on Education.

## APPENDIX.

## PRIZE SCHEMES AND NIGHT SCHOOL UNIONS.

THE Prize Schemes, now in the tenth year of their operation in the mining and manufacturing parts of Staffordshire, and the Shropshire Scheme established seven years ago, continue to be attended with very satisfactory results. The general facts may be stated very shortly.

A sum of about 500*l.* is annually subscribed by the iron and coal masters and manufacturers of these districts, and is offered in prizes to be competed for by the scholars of about one hundred schools. The number of children qualified by age, attendance, and character to come forward as candidates for these prizes has gone on steadily increasing. Last year it rose to 1,500. By a preliminary examination conducted by their several teachers, this number was cut down to about 600, who were examined by the Rev. James Bradley (under my general superintendence) at three central places—the South Staffordshire children in one group, the North Staffordshire in another, and the Shropshire candidates in a third. Prizes were awarded to about 300, and were distributed at three public meetings presided over by the Bishop of Lichfield and the Earl of Dartmouth in Staffordshire, and by Mr. Bartlett in Shropshire. The same rules have been adopted by all the associations; the candidates must not be less than eleven years of age, they must have attended school regularly for at least two years, and they must bear a good character. In their first year of competition they try for the Bible prize, a large quarto Bible, value 1*l.* Having won this, they are allowed in subsequent years, so long as they continue to attend school regularly, to compete for the money prizes of 3*l.* each. And after they have left school, and completed their fifteenth year, they are permitted to return, and try for what we call “the *after* prize.” Boys are examined in Scripture, arithmetic, and some one other subject; girls in Scripture, needlework, and more elementary arithmetic.

Children of unsatisfactory conduct being excluded from the examination, the prizes are adjudged strictly according to attainment as shown in these examinations.

The direct benefit of the scheme is that a considerable number of children each year, (this year 1,500), are thereby induced to attend school for longer periods, and more diligently, than they otherwise would. The indirect benefit is that the teachers of a hundred schools are stimulated and encouraged in their work, and that the operatives of these districts are practically taught how deep an interest their employers take in the educational training of their children.

It is most satisfactory to observe that, whereas formerly we could seldom persuade the children of this class to stay at school beyond their eleventh year, the mean age last year of those 1,500 candidates,—*nearly half of whom were children of operatives engaged in the mines, ironworks, or manufacture of the district*,—was twelve years and six months. The bright intelligent countenances of the very large group of children were as remarkable as their behaviour and honesty, under a trying examination of five hours length, were exemplary. Of the kind of knowledge exhibited by them—showing, throughout, thoughtfulness and good sense, rather than mere smartness or cleverness—only a few of their written answers can be given by way of specimen.

*Question :* Explain the following passages :

“Make to yourselves friends of the mammon of unrighteousness, that when ye fail they may receive you into everlasting habitations.”

*Answers.*

(1.) "That we should make such use of our worldly riches in doing good to others, that when we die they may receive us joyfully into Heaven."

(2.) "*Make to yourselves friends* : Jesus says to those who have property or riches, use them so as to secure happiness and comfort beyond the time when ye shall be removed from the present life. *Mammon* : This is a Syriac word meaning riches. *When ye fail* : when ye are left, or when ye die. *They may receive you* : this simply denotes, that you may be received. *Everlasting habitations* : Heaven the eternal home of the righteous, where there will be no sorrow, and no more removal from eternal enjoyments."

(3.) "We are exhorted to use the world and the world's goods so as to speak against itself and for God."

*Question.*—Explain the verse "This man went down to his house justified rather than the other."

*Answers by the same three candidates.*

(1.) "That the Publican went home accepted of God rather than the Pharisee who was so proud."

(2.) "*This man* : the Publican. *Justified* : to justify means to declare or treat as righteous. In this case it manifestly means that one was approved, the other not, the one went down to his house with the favour of God, in answer to his petitions, the other not."

(3.) "God will not accept the proud in heart but the humble."

*Question.*—What lesson was intended by the parable of the unjust judge?"

*Answers.*

(1.) If a churl man can yet be won by importunity, how much shall God be won over by faithful prayer which he loves?"

(2.) "The parable of the unjust judge teaches the necessity of earnest prayer if we wish to gain anything from God, and though it may not come at first, yet we must pray till it does come ; and if Christians would pray as this parable teaches them Christianity would spread more rapidly."

*Question.*—"What circumstances led to the parable of the Rich Fool?"

*Answer.*—"The circumstance through which this parable was uttered was as follows:—One of the multitude had asked our Saviour to speak to his brother. It seems from this that his brother had not equally divided the property, but our Lord said, "Man, who made me a judge or a divider?" Our Saviour's coming into this world was not to further worldly riches, but to make us richer towards God. He then spake this parable ; "The grounds of a certain man," &c. We can see from this that he was exceedingly rich with regard to earthly things, but, alas ! how poor with regard to spiritual matters ; he might have found plenty of room to bestow his goods ; he could have comforted the hearts of the widow and the fatherless ; but no, this was not what he wished, his own ease and comfort was all that he thought of ; we can see this from what he said, "I have much goods laid up for many years." He here is comforting his soul with a long life ; but, awful to say, God called his soul into eternity that night. We see then the foolishness of laying up treasures upon earth, and the wisdom in laying up treasures in Heaven, for where our treasure is there will our hearts be also."

*Question.*—Explain the verses "Greater works than these shall he do," &c., and "It is expedient for you that I go," &c.

*Answer.*

(1.) "Jesus did not mean to say that they who believed on him should do greater works than he did himself, but that the effect of their works should be greater because he went to the Father and would send the Holy Spirit to help them. He would also pray the Father for them." (2.) If Christ went not away the Comforter would not have come. And it was also better for them in another way, for Christ could but dwell *with* them, but the Holy Ghost would be *in* them to comfort, help, guide, and inspire them."

The above answers are printed exactly as they were written, not a single word being altered ; they contained no errors in spelling, and but few, as will be seen, in grammar. Of course it will be remembered that only a few in each of the schools could answer these questions equally well ; but these specimens may be taken as showing the standard attained to by the first-class scholars of our best schools, and the quality of the instruction given. It is so common a practice to repeat from mouth to mouth the absurd answers given sometimes by children under examination, and due generally to the absurdity of the examiner's questions, that I am not sorry to have this opportunity of publishing more just and more favourable specimens.



Besides these prize schemes there are, both in North Staffordshire and in South Staffordshire, Unions or Associations for the management of adult education and evening schools. The South Staffordshire Association, under the Presidentship of Lord Lyttelton, employs an *organizing agent*, at a salary of 120*l.*, and has been most successful in qualifying candidates for the examinations of the Society of Arts. The North Staffordshire Association, of which Mr. Smith Child is president, examines and gives certificates to evening scholars. My colleague, the Rev. H. R. Sandford, volunteered to conduct the examination of the North Staffordshire Union last April. He reports to me that 47 presented themselves, varying in age from 14 to 20, mostly engaged in the trades of the potteries, and that the results were fairly satisfactory—in writing and reading 70 per cent. fairly good; in arithmetic 55; in Scripture, 23; grammar, history, and geography very poor. Mr. Sandford after personally visiting all the institutions in union reports “that it is hardly possible to overrate the importance of these evening classes, not merely as schools of instruction, but as a means of enabling the clergy and teachers, professional or volunteers, to exert a moral influence over the young people who attend them, and that at a most critical period of their lives. To succeed they ought to have the teaching and superintendence of trained masters gifted with tact as well as experience; nor do these institutions ever thrive unless the clergy, or other managers, take a personal interest in them. The presence of voluntary teachers is wanted to give spirit and heartiness to the work.” Mr. Sandford also urges the importance of such unions giving an official recognition and more regular training to the young men who assist in these evening classes. In Sir James Kay Shuttleworth’s East Lancashire scheme this is accomplished by subordinating local teachers to the organizing master. And it is hoped that this may be done in our South Staffordshire Union, where an organizing master has been employed for the last two years.

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GENERAL REPORT, for the Year 1861, by Her Majesty's  
Inspector, the Rev. D. J. STEWART, M.A., on the CHURCH  
OF ENGLAND SCHOOLS inspected by him in the Counties  
of BEDFORD, BUCKINGHAM, CAMBRIDGE, HERTFORD, and  
HUNTINGDON.

MY LORDS,

Cambridge, 1861.

I HAVE the honor to bring under your notice the following facts connected with the elementary schools under inspection in this district.

There are at the present time 220 cases in which annual grants are payable, the greatest increase in schools of this class having taken place, during the past year, in Buckinghamshire, and the least in Bedfordshire.

COUNTY.	Public Day Schools, according to the Census returns for 1851. Supported by the Ch. of England, accord- ing to the Census returns for 1851. Permanently liable to Inspection up to 29 May 1855. In receipt of Annual Grants, from the Committee of Council on Education, up to 29 May 1855. In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Aug. 1856. In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Aug. 1857. In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Aug. 1858. In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Dec. 1859. In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Dec. 1860. Number of Teachers holding Certificates of Merit, up to 31 Aug. 1857. Number of Teachers holding Certificates of Merit, up to 31 Aug. 1858. Number of Teachers holding Certificates of Merit, up to 31 Dec. 1859. Number of Teachers holding Certificates of Merit, up to 31 Dec. 1860. Number of Teachers holding Certificates of Merit, up to 31 Dec. 1861. In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Dec. 1861.														
HERTFORD -	244	164	75	22	31	44	52	63	70	55	65	75	88	93	75
BUCKINGHAM	195	130	58	16	20	24	29	34	40	26	35	41	43	51	47
BEDFORD -	120	67	38	9	13	18	22	24	34	20	21	27	36	38	37
CAMBRIDGE -	188	104	66	22	20	22	21	29	36	25	25	32	38	40	41
HUNTINGDON	95	51	37	9	9	11	13	13	15	15	15	17	17	23	20
Total -	842	516	274	78	93	119	137	163	195	141	161	192	212	245	220

There are 21 schools in Hertfordshire liable to inspection on account of building grants, which have not at present the advantage of annual assistance from the Parliamentary fund.

There are also 22 cases in Buckinghamshire, 15 in Bedfordshire, 29 in Cambridgeshire, and 15 in Huntingdonshire.

This will appear more fully by the following list :—

#### HERTFORD.

Anstey.	Hoddesdon, Easter	St. Albans Abbey.
Barnet, Chipping.	Jones'.	Stevenage.
Bennington.	Hormead, Great.	Ware, National.
Buckland.	Leavesden.	Watford Heath, In-
Burnham Green.	Munden, Geeat.	fants'.
Chipperfield.	Northaw.	Willian.
Great Gaddesdon.	Pelham, Brent.	Wymondley.
Hitchin, St. Andrews'.	Pirton.	

#### BUCKINGHAM.

Aston Clinton.	Langley Marish.	Risborough, Prince's.
Brickhill, Little.	Lavendon.	St. Leonards, Tring.
Crawley, North.	Lee Common.	Stoke Hammond.
Drayton Beauchamp.	Marsh Gibbon.	Stoke Mandeville.
Dunton.	Milton Keynes.	Thornborough.
Fulmer.	Olney.	Tyler's Green, Infants'.
Granborough.	Risborough, Monks'.	Wingrave.
Hulcott.		

#### BEDFORD.

Arlsey.	Houghton Regis.	Stopsley.
Biddenham.	Keysoe.	Tilbrook.
Bletsoe.	Podington.	Wilden.
Eaton Bray.	Riseley.	Wilshampstead.
Felmersham.	Staughton, Little.	Yelden.

#### CAMBRIDGE.

Barrington.	Chatteris, Infants'.	Horningsey.
Barton.	Chesterton.	Impington.
Bottisham.	Conington.	Isleham.
Brinkley.	Coton.	Madingley.
Cambridge, St. Paul's,	Croydon.	Melbourne.
Infants'.	Ditton, Fen.	Oakington.
„ Pound Hill,	„ Wood.	Rampton.
Infants'.	Elsworth.	Sawston.
„ Barnwell,	Fordham.	Swaffham-Bulbeck.
Infants'.	Gamlingay.	Wilbraham, Little.
Caxton.	Gransden, Little.	

#### HUNTINGDON.

Alconbury.	Orton Waterville.	Thurning.
Bluntisham.	Ripton, King's.	Wistow.
Broughton.	Sawtre, All Saints'.	Woodhurst.
Catworth, Great.	Spaldwick.	Woodwalton.
Offord Cluney.	Stukeley, Great.	Yaxley.



35 apprentices have been appointed Queen's scholars, viz.:—

MALES.—1st Class.	
Charles Pakes	- - Luton.
James Skeeles	- - St. Ives.
George Gates	- - Linton.
George E. Hutt	- - Cambridge, St. Paul's.
Henry Brown	- - Luton.
Richard Stamp	- - Wisbeach, St. Peter's.
2nd Class.	
Daniel Sharman	- - Dunstable.
William Burnett	- - Barley.
William Bailey	- - Cambridge, Barnwell.
Francis W. Parker	- - Barley.
William E. Harris	- - Cambridge, Castle End.
Thomas Lines	- - Hemel Hempstead.
Francis Chandler	- - Hertford, Cowper Testimonial.
Henry Godlington	- - Ely.
FEMALES.—1st Class.	
Mary A. Browne	- - Aylesbury, National.
Emily Betts	- - Cambridge, St. Paul's.
Louisa Smith	- - Broxbournebury.
Mary Pearson	- - Codicote.
Ann Roberts	- - Shenley.
Elizabeth Chalk	- - Abbots Langley.
Sarah E. Campbell	- - Great Amwell.
Susan Scott	- - Great Berkhamstead.
Jane West	- - Cambridge, St. Paul's.
Martha E. King	- - Warboys.
Betsy Osborne	- - St. Neots.
2nd Class.	
Rosaline E. Carter	- - Cambridge, St. Giles'.
Ellen Martin	- - Soham.
Mary A. Messer	- - Bayford.
Emma Bonner	- - Walkern.
Sarah Sole	- - Walkern.
Elizabeth L. Cain	- - Luton.
Susannah Hull	- - Shillington.
Sarah E. Webb	- - Hitchin, St. Mary's.
Emma Taylor	- - St. Neots.
Emma Wright	- - St. Albans, St. Peter's.

These names are placed in the order of merit as they stand in the official lists.

The names of 32 other apprentices have been removed from your Lordships' registers for various reasons which are given in the following table:—

	Male.	Female.
Dead	-	1
In ill health	1	4
Dismissed	2	5
Following other employments	8	8
Alarmed at the Revised Code	-	2
A Methodist Preacher	1	-
	<u>19</u>	<u>20</u>

One has been transferred to another district, and several have failed to pass the examination for scholarships, but the precise number is not known at present.

Before offering an opinion of the efficiency of the schools aided by public grants, it is necessary to state distinctly the various circumstances under which teachers may be placed in their attempts to give a sound though plain education to the children of the poor.

Schools in the receipt of annual aid from the Parliamentary fund may be divided into three groups :—

- A. Those just rescued from the hands of inferior, untrained, and uncertificated masters or mistresses :
- B. Those opened for the first time under well-trained teachers : and,
- C. Those that have been long established under able and thoughtful teachers supported by the sympathy and encouragement of managers entering cordially into the spirit of your Lordships' Minutes.

A. Schools which may be thrown into the first group furnish by far the most severe test of a teacher's tact, patience, and practical skill. The previous history of many amounts to this :—They have been left for years under the unchecked control of a master or mistress who has taken the school on speculation, eking out some small endowment, it may be, by the children's pence, by measuring land, keeping parish accounts, or holding a variety of small, ill-paid offices.

Starting without books or apparatus, having no manager's name or influence to fall back on, and borne down in many cases by actual want, these venture-teachers become the mere slaves of circumstances. For policy's sake they dare not risk any loss of the weekly payments from scholars, and they are often driven to various expedients to get up a name for learning and accomplishments. Without energy to carry out a system of instruction, even if they had the ability to devise one, and without the moral weight to maintain real discipline, one licence after another creeps into the school, and one irregularity becomes a precedent for another, till the bubble bursts, and the speculation ends in bankruptcy or actual flight. Whenever a school and its neighbourhood are subjected to such distressing scenes, and I have not noticed far graver ones which have come under my notice, it is not easy to over state the difficulties of the teacher who has to bear up against the natural suspicion and indifference which these or similar occurrences strengthen and intensify. In the cases which I have known most thoroughly it has taken two or three years to win back the confidence of the poor and establish the authority of the school.

B. Schools of the second group do not call for many remarks. If it is granted that our duty is to teach the poor in order that all who have any power in them may have a chance of using their natural gifts so as to secure their well-being in this life and their peace in the life that is to come, it will not be denied that the trouble of bringing any educational system into effective operation where the name and existence of a school-room is a novelty, is very much like the labour which attends all missionary enterprise. Those who are mentally destitute do not cry out for instruction, but have to be sought after and taught, and so the school teachers have to begin their work where their help is not asked for, and where it requires unusual tact and patience to hold their ground against the rival powers of ignorance and barbarism.

C. Lastly, I ask your Lordships to consider the actual position of schools belonging to the third group, which have been established for years under wise management, and have enjoyed the most liberal support.

It might be expected that there are many institutions scarcely touched by the many complex hindrances which one period of neglect hands down to another, and that under such favourable circumstances good teachers could give a practical answer to a difficult social question, *i.e.*, the education of the poor. It is beyond doubt that the patience, self-denial, and practical ability of many teachers have over and over again created and maintained a valuable and lasting influence on both their pupils and neighbourhood, which is not the less real because it can be measured only in general terms. But there is one effectual bar to rapid extension of elementary education which they have not overcome.

All that has hitherto been gained in the struggle against ignorance has failed to keep children in the mass under instruction sufficiently long to give the power of the school a fair chance of doing its work ; and in this one fact, too often overlooked, and too little known, lies the answer to the charges of partial failure which may be made against the Minutes of 1846.

The table which follows consists of extracts from the summaries of the registers kept in 54 school-rooms in this district for the last school year in each instance. To the best of my belief, the results have been obtained from the same form of register, *viz.*, the Durham register, in every school which is quoted. In most of the examples given there is no other school which the children could attend ; their education is begun and ended within the same four walls. Some of the schools have rooms for infants attached, but there are only eight of them under the charge of efficient trained teachers,



and to avoid confusion no return has been taken from the registers of any of them. There are only four cases in which the teachers are not trained as well as certificated masters or mistresses; while 32 have been trained in the same normal institution, and consequently are evidence of the results obtained by the same system of school management applied to schools situated under all possible advantages or disadvantages.

	Number on Register.	Number present at all.	Average Number present.	Average Number of Days attended by each Child present at all.	Average Period of each Child's attendance since first Admission.	Average Age of Scholars.	School Pence.
					Y. M. W. D.	Y. M. W.	£ s. d.
1	94.5	78.7	65.0	4.0	1 3 2 1	9 2 0	13 2 10
2	66.4	53.2	48.8	4.4	2 0 0 6	7 5 0	17 2 4
3	70.6	54.4	47.5	3.9	1 2 0 5	8 7 2	21 3 6
4	47.0	37.4	34.0	3.9	2 1 0 0	8 7 0	6 13 9
5	108.1	80.5	80.5	4.9	0 7 1 0	5 1 0	23 17 6
6	62.9	52.0	45.4	4.1	1 2 0 3	9 8 0	16 3 9
7	147.8	122.0	104.2	4.0	0 8 8 0	7 6 0	21 19 11
8	81.3	59.4	55.7	4.4	1 3 0 0	7 1 0	17 16 3
9	189.5	153.1	140.3	4.5	1 7 0 0	5 2 0	24 16 8
10	64.6	49.0	43.6	4.4	0 3 2 0	9 3 0	12 16 4
11	39.5	29.7	27.7	4.3	0 10 2 0	7 9 0	5 5 9
12	147.0	114.0	97.2	3.9	1 11 0 0	6 8 0	20 9 10
13	99.2	78.1	69.4	4.2	0 7 1 0	6 9 5	13 2 8
14	60.36	53.37	47.57	4.38	1 10 0 3	11 2 0	9 15 7
15	31.5	25.8	23.07	4.3	0 2 3 0	7 2 0	4 4 0
16	61.5	55.5	51.7	4.5	1 10 0 0	10 4 0	17 13 4
17	93.6	83.8	72.6	4.2	1 9 0 0	9 0 3	19 8 0
18	82.4	75.7	65.6	4.1	2 2 0 0	9 6 0	17 8 7
19	66.8	46.5	36.9	4.1	0 3 2 4	6 6 0	8 9 7
20	90.0	82.0	66.0	4.2	2 8 3 0	9 10 0	21 1 11
21	217.71	174.13	142.23	3.94	1 6 1 0	10 0 0	63 17 11
22	75.7	57.1	52.6	4.3	1 9 2 0	8 5 0	10 5 4
23	66.7	55.9	46.1	4.3	2 8 0 0	8 11 0	14 1 3
24	100.0	93.0	68.1	4.17	0 9 3 3	9 3 0	22 12 5
25	75.0	50.4	42.0	4.0	0 5 2 0	7 7 0	18 3 2
26	63.4	57.9	50.4	4.0	2 7 2 0	8 5 0	2 16 4½
27	68.0	55.7	50.4	4.45	2 10 0 0	9 0 0	20 10 6
28	80.4	63.6	53.2	4.0	1 0 0 0	7 1 0	12 9 6
29	109.1	94.8	86.5	4.2	2 6 0 0	8 1 0	20 13 7
30	72.0	65.0	60.0	4.5	2 5 4 0	7 9 0	12 12 9
31	102.7	88.7	83.8	4.3	2 3 0 5	7 0 0	36 5 0
32	64.6	62.4	57.16	4.45	1 4 0 0	9 2 0	16 11 1
33	116.0	166.0	79.962	4.515	1 3 1 0	8 2 1	35 3 8
34	97.0	87.1	78.8	4.4	1 7 1 0	8 6 3	21 4 7
35	70.6	56.7	52.8	4.4	1 10 2 3	8 6 2	16 0 2
36	297.1	261.0	230.1	4.1	1 8 2 4	10 6 0	87 16 5½
37	114.0	102.0	92.0	4.4	1 1 2 1	9 7 2	40 15 11
38	89.7	67.5	61.8	4.4	2 0 2 0	9 2 2	16 5 11
39	278.6	242.2	208.6	4.1	1 7 3 0	10 2 0	70 1 10½
40	65.0	57.0	51.1	4.3	2 1 3 0	9 0 0	31 0 1
41	99.0	87.6	79.1	4.24	1 5 0 0	9 10 0	24 19 3
42	166.0	126.2	106.0	4.0	1 7 2 0	7 9 0	25 11 0
43	220.6	197.3	169.5	4.0	1 2 1 0	9 3 0	50 1 1
44	118.38	103.38	85.7	4.5	1 4 0 0	6 1 0	29 16 2
45	136.1	111.9	98.2	4.3	1 8 0 0	8 3 0	52 5 6½
46	115.0	101.5	91.2	4.2	1 8 0 0	9 2 0	18 13 0
47	112.0	82.0	74.6	4.4	2 3 0 0	8 2 0	20 7 4
48	187.4	159.8	140.9	4.0	1 7 0 0	9 2 0	41 16 10½
49	58.5	46.1	42.2	4.3	2 3 0 0	8 5 0	3 19 4
50	210.9	186.5	175.6	4.5	1 9 0 0	9 3 0	40 10 0
51	102.3	89.3	77.7	3.8	0 10 0 0	9 9 0	28 18 0
52	104.4	79.4	67.4	4.1	1 10 0 0	10 1 0	22 1 2½
53	126.0	90.4	73.6	3.8	0 8 2 0	10 1 0	24 13 6½
54	109.8	69.6	55.0	3.7	1 2 0 0	9 2 0	16 15 2½
Average	107.245	90.24	77.961	4.217	1 6 2 3	8 6 2	23 15 0½

It appears from these columns of figures that there is not a single case in which the average duration of school life reaches three years, that there are only fourteen in which it amounts to two years, and that the average of the whole is only one year six months ; yet the returns come from schools which in some instances have been for 10, 12, or more years under the same teacher, and are deservedly well thought of. So again, there is only one school in which the average age reaches eleven years, but this is a village school, in which the scholars receive sundry annual gifts from the owner of the parish. The average age in the whole 54 cases is only eight years six months, yet the social position of the children whose attendance supplies the returns is as varied as possible.

There are of course children who remain for years under instruction, and do not leave school till they are 13 or 14 years of age. For example, in one small school, with an average attendance of only 34, the mistress has in five years supplied four apprentices and one domestic servant, but the average age even in that case is only eight years seven months, and the ordinary length of school life is merely two years one month ; that is to say, the few exceptional cases are lost in the stream of young children that are hurried irregularly through even the best of schools and absorbed in labour.

It may be said that the exclusion of infants' rooms from these returns makes the whole statement in some respects worse than it need be made ; and so it would if these rooms could always show a claim to be treated as places for additional instruction, but many of them are in reality nothing more than public nurseries, where a woman can get a child taken care of while she is out at work. Really good schools for infants, under well-trained mistresses and apprentices, are most valuable institutions, but unfortunately they are almost as rare as they are desirable.

Nor would it be right to conclude that the time spent in a school for infants is always so much to be added on to the time passed under instruction elsewhere, or, even if it were so reckoned, that it would mend matters much. In districts where lacemaking, straw plaiting, or bonnet sewing is the popular employment, many children never go to any school but one for infants, and even there their stay is very short.

In illustration of this statement I give the annual summary of a school for infants situated in a town where bonnet sewing is the chief trade.

## SUMMARY for the Year ending May 1, 1860.

Quarter.	Number on Register.	Number present at all.	Average Number present.	Average Number of Days attended by each Child present at all.	Average Period of each Child's Attendance since its first Admission.	Average Age of Scholars.	Received by School Fees.
1	167·1	122·0	98·81	3·68	Y. M. W. D. 1 4 1 1	—	£ s. d. 6 11 0
2	189·0	136·2	111·77	4·01	1 2 0 4	—	6 3 8
3	163·1	110·8	92·54	4·06	1 4 3 1	—	5 1 4
4	168·1	114·8	96·67	4·06	1 4 3 2	—	6 4 8
Averages for the Year	171·8	120·9	99·94	3·95	1 4 0 0	—	24 0 8

Three years ago I remember seeing a girl in this school who was going to leave next day to be employed in picking "lemur," *i.e.*, fine horse hair for trimmings. Personal influence had retained the child at school till she was nearly 8 years old, and at that age she was to earn 1s. 6d. a week for 66 hours' work! If the girl could do 1 lb. of hair per day she might earn one halfpenny more.

Whatever exceptions may be taken to these results of registration which I have collected, there are certain general conclusions to be drawn from them which can hardly be denied.

Parochial schools, even when most favourably placed, are attended by children who enter them usually in total ignorance, and remain under the control of teachers for very few years. An attendance which at most extends over a short period, is broken up by all the irregularities which can be traced to the poverty, or thoughtlessness, or indifference of parents. Children come to school till some way of starting them in life is found, and then their education is summarily closed. Nor is this a peculiarity of the poorest districts or the poorest families; it shows itself everywhere.

Every school has its own individual difficulties and its own powerful competitors for the possession of a child, whether silk mills, paper mills, lace merchants, bonnet factories, racing stables, or farmers. When employment is plentiful the school suffers, when trade is dull it fares better.

But notwithstanding these inherent difficulties of the education question, I have no hesitation in bearing witness to the valuable progress which has been made through the labours of that special class of school teachers which your Lordships' Minutes have entirely created. I can repeat this year what I stated on this point in my report for the year 1860: "The Parliamentary grant has been applied according to its inten-



"tion and done its work well." There may be found amongst the schools in the receipt of annual grants some very feeble specimens of school-keeping, but, taken as a whole, they are a great success. That a number of children leave these schools very imperfectly instructed is quite true, but that is neither the fault of the teachers, as a body, nor of your Lordships' minutes; it is the fault of the children's parents, who take them from school before it is possible to teach them anything thoroughly.

Any child who regularly attends a school of average efficiency aided by grants from the State, may receive an excellent education, and that is, I conceive, all that the Minutes of Council were intended to secure, viz., a sound elementary education for those who choose to take it.

The great aim of the teachers employed in this district has been to give their best powers to careful lessons in Holy Scripture, and the necessary elements of instruction, and in many instances they have been eminently successful. Without, however, undervaluing good reading or correct cyphering, I think it a mistake to look on familiarity with these subjects as the only great results which good schools achieve. The spirit which runs through each one of these institutions, and influences for good, more or less, the character of every child, is that which gives to each its peculiar and highest value. Real teachers throw a spirit into the driest of subjects, which is very remarkable, and the moral power they at times possess over the children that gather round them is quite as striking. But it must not be forgotten that the fruit of this combination of teaching and training is not matured at once. If we want to know what are the true results of the educational machinery which is now in operation, we must look to the general effect on society which may be produced in time. At present we are merely dealing with the means, and making them as perfect as circumstances will permit.

In speaking thus confidently of the general efficiency of aided schools conducted by teachers trained under your Lordships' instructions, I see no reason to withdraw any statements which I have made in previous reports respecting the tendencies of particular students to adopt more ambitious or theoretical views of school management than seem to me desirable. Those statements were made from a real and most earnest wish that training should be made as perfect as possible, and not from any doubt of its value or success. It is not unnatural to commence with ambitious aims which are sobered down with a very little experience, and it is rare to find that the tendency I have spoken of does not give place to

more practical methods as the real difficulties and special necessities of the work to be accomplished are more plainly brought under observation.

In remarking on this somewhat ambitious style, I must add that I am not to be understood as complaining indirectly of that personal conceit which is too often talked of. Very likely it does exist in individual cases, but it is unjust to blame a whole class for the failings of a few. Indeed the charges made against the whole body of educated schoolmasters and mistresses are so contradictory and numerous that if they were all true the whole class would by this time have ceased to exist.

I feel tolerably certain that no amount of evidence can be brought against the modern race of school teachers so powerful as that which exists in their favour.

If amongst nine or ten thousand young persons educated under circumstances which almost secure a right course of study, there are some bad teachers, overdressed young women, conceited or even unprincipled men, it is unfortunately what might and does happen in all other callings.

The worth and skill of the teachers who have annually left normal institutions, as far as my experience extends, have been more and more readily acknowledged by their employers; some may have made mistakes which their best friends have regretted, but there are far more instances of a forbearance under provocation, a tact and discretion under difficulties, which are honourable and encouraging examples of quiet unobtrusive devotion to their work.

Many schools now in the receipt of annual grants have been brought into connexion with the Committee of Council on Education almost entirely through the influence of teachers near them whose example overcame the prejudices hastily taken up against the training school system.

Some of the best schools which I have seen are strictly rural ones, for which it is said well-trained teachers are not suited, and the most notable of these have been entirely created and carried on by the most highly-trained teachers employed in this district.

I feel most decidedly that many of the statements made as to the inapplicability of your Lordships' minutes to rural districts are mere evasions of the true state of affairs.

Many people are, in their secret hearts, jealous of the education of the poor, but are not candid enough to own it. They point to the half-ruined school-buildings which have been neglected for half a century, and complain of the requirements of the Council Office that the roof must be mended and the

rooms floored ; or they denounce as excessive the teacher's salary, which in many cases is far less than that of a butler or lady's maid.

But these unworthy pleas for inaction will surely give way to a higher and better sense of what is due to the poor. Right feeling will, in the long run, get the better of narrow prejudice, and your Lordships' Minutes will be more heartily accepted, more generously supported.

Judging from what I see in a purely agricultural district, I can state confidently that the more highly teachers are trained, the greater prospect there is of the increase of really efficient schools.

Every year's experience convinces me more strongly that the key to the educational position taken up by the Minutes of Council is the full and unimpaired effectiveness of the training school system.

I have the honor to be, &c.

D. J. STEWART.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, the Rev. G. R. MONCREIFF, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of CUMBERLAND, DURHAM, NORTHUMBERLAND, and WESTMORELAND.

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MY LORDS,

ELEMENTARY SUBJECTS.

My attention has been chiefly directed during the past year to the state of instruction on what are called the "elementary subjects," and in the younger classes. In the present aspect of the educational question, the most useful contribution which an inspector can make seems to be, to present as faithful a picture as he can of the real facts of elementary education in his district. To these facts I shall endeavour to confine myself.

Misapprehension of facts.

I am the more anxious to do this, because, simple as the subject may appear, there seems to me to be a very general misapprehension of the true bearing of the evidence accumulated from year to year. It is thought that, if a large proportion of children leave our schools imperfectly grounded in reading, writing, and arithmetic, it must follow that there is either neglect on the part of the teachers, or some radical defect in the system of instruction. Like most of my colleagues, I have at different times stated the short-comings of the work done; but, as I differ very widely from the inference drawn, I am glad to be able to give what I think the correct reading of the facts, as regards the Northern District.

Statistics.

First, and as briefly as possible, I must call attention to the statistical summary. From Summary A. (2) it appears that, on the average, 67·89 per cent., or nearly *seven-tenths* of the scholars on the books of any school, have been in the school for less than two years; while 8·71 per cent., or a little more than *one-twelfth*, have spent four full years in the same school. With results like these, I am well aware, the public mind is tolerably familiar. The idea suggested is apt to be, that of a school of 100, with a small first class of eight or nine, a second class of about 20, large third and fourth classes, including together from 60 to 70 young children. Were this so, it would be a sufficiently discouraging picture. But it is not so, except in rare instances. The real picture is far less symmetrical. By comparing A. (2) with A. (1) it will be

perceived that the proportion of very young children does not nearly equal the number of those who have been less than two years at school. The entire number under ten years of age is only 66·23 per cent. If, therefore, it be assumed that there is any regular connexion between the ages and the length of attendance, it would plainly follow that no children now under ten had entered the school till between seven and eight at soonest. Again, assuming the oldest children to have been longest in attendance, we have—

(1).—2·64	per cent.	over 14	who have been at school 5 years and over.
(2).—1·33	"	"	13 " " " "
(3).—2·5	"	"	" " " 4 "
(4).—2·24	"	"	12 " " " "
(5).—4·24	"	"	" " " 3 "

Of groups (1) and (2) we know nothing positively, as to the age of entrance. Group (3) must have entered between eight and nine; group (4) between seven and eight; group (5) between eight and nine. The intermediate columns would lead to similar results. The conclusion is (*on the assumption*) that no children of any age can have entered school under seven, except the small per-centage who have been there five years *and over*! This conclusion is plainly contrary to the fact. These very tables show that, in the present year, not much less than *one-third* of the whole number are under seven. It follows, by a plain *reductio ad absurdum*, that the connexion between age and attendance is not merely irregular, but so thoroughly and systematically interfered with by disturbing causes, that for statistical purposes it may be regarded as non-existent. It will be more nearly true to say there is no such connexion, than to attempt to define in any way its limits and laws. It follows also that we see pretty plainly how it is that that connexion is broken. In order to maintain it, the entry under the head "Five years and over," should have been something like 30 instead of 3·97 per cent.; so as to balance the 32·77 who are over ten years of age. As it is, the children of the higher ages cannot be accounted for in any reasonable way, in the columns of attendance. There is but one solution of the paradox. These older children have, not in a few instances but largely and systematically, entered the school within two years; while, in like manner, the children who form the younger classes of any given school this year, are to be found (if anywhere) next year in the higher classes of another.

I am anxious to call attention not simply to the existence of this evil, but to its extent. It is even greater in reality than these figures would lead one to suppose. The upper

Fluctuation.

classes are, in many schools, supplied almost as largely as the lower by fresh arrivals, instead of by a regular succession from below. By the "upper classes," I mean, not chiefly the *first*, but the *second* and *third*, where the older new-comers usually find their level. There are, of course, great differences between school and school. I have seen a school where, at no particularly critical season, half the first class had changed within a month, not by promotion, but by fluctuation. I know another large school, in which the first class has been almost stationary for a twelvemonth, while an incessant change has been going on in the 6th and 7th classes. Here and there, there are schools almost wholly free from change. In general, the order of fluctuation is nearly this:—

- a. Agricultural schools in Northumberland, where the hinds are constantly migrating from place to place.
- b. Schools in newly-established collieries or manufactories, where the workmen are usually of an inferior and unsettled class.
- c. Schools in seaports, and in the lower districts of other towns.
- d. Schools in smaller towns.
- e. Schools in long-established collieries.
- f. Large town schools.
- g. Agricultural schools in Cumberland, Westmoreland, and the western side of Durham.

The exact arrangement may be questioned; but, allowing for exceptions, I believe that no one who knows the district will dispute its substantial accuracy. It is clear that these inequalities must very greatly increase the difficulty of fixing any definite standard for the work done in any particular case.

I have not dwelt on *irregular* attendance, partly because I wish to bring out into strong relief this one evil of *migration*; and partly, also, because mere irregularity does not create the same difficulty, or a difficulty of the same kind, in applying a test of work. If, for example, in a Westmoreland school I have 50 children, who are on the whole the same 50 who were there last year, with the loss of a few older ones, and the addition of a few young ones, then, whatever their attendance has been, I can measure their progress in proportion to their time. I can even compare school with school pretty accurately, by a process of Compound Proportion of averages, thus:—

$$\text{As } \frac{\text{Progress}}{\text{Time}} : \frac{\text{Progress}}{\text{Time}} :: \text{School} : \text{School}.$$



But, if I come to a school, where, of 100 children, 75 are new arrivals, these being scattered up and down, of all classes, all ages, all attainments, it is plainly a work of extreme caution and patience to arrive at any safe conclusion on the character of the last year's work. It is easy, and it is plausible, to take the attainments of a school, or a cluster of schools, as they stand, and without reckoning hindrances, to pronounce them unworthy of the machinery employed in producing them. It is still easier to cull instances of ignorance, and string them together as samples of teaching. It would be equally easy, and almost as plausible, to dwell exclusively on difficulties, and treat them as excuses for every defect. But to go narrowly and accurately into the question, how nearly what has been done approaches to what might have been done, is not a work of a moment: I have found it most perplexing, after six years' knowledge of the district. I cannot take the attainments by themselves as my test, because they are unequally affected by various disturbing causes. I cannot take them relatively to age, because the children do not advance according to age. I cannot even test them individually, according to the length of their attendance, because I have no means of telling from what point they started, when they entered the school. I have endeavoured to go more closely into the question, though my result, from the very mode of investigation, will not admit of being brought out in the same sharp and salient form as more sweeping generalisations.

#### METHOD OF INSPECTION.

First, then, as to the neglect of younger classes. My tests Tests. have been these.\*

1. The actual state of discipline and attention throughout the school, on the day of inspection. Some may be startled by finding this occupying the foremost place. Fairly and fully applied, I believe that it scarcely ever deceives *on the positive side*. Good discipline cannot be counterfeited by a few days' drill, still less can a young class be rendered attentive as well as orderly, by activity assumed for the occasion. The defect of this test is on the negative side: a school often does itself injustice on the day of inspection. Allowing for this (which will not often happen twice), I see little cause

1. State of school on day of inspection.

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\* What follows assumes the form of an account of an actual inspection. Of course, when I have known a school for years under the same teacher, many parts of this process can be slightly touched, and more time is left for oral examination.

under this head for charging teachers with neglect. The least satisfactory cases, as a whole, are schools of from 50 to 70 children, with a single pupil-teacher. There is not often noise in the younger classes, but there is not unfrequently lifelessness and inattention. In larger schools, for the most part, one tone pervades the whole; the few instances to the contrary will be found noted in the tabulated Report.

2. Organi-  
zation.

2. Having formed my opinion on this point (subject, of course, to modification, as the inspection proceeds), I should next begin to ascertain the actual organization and arrangement of the staff of teachers. I should observe the distribution of pupil-teachers or monitors; mark how, and how far successfully, every class was kept constantly in hand; and specially, whether a fair share of the teaching power was assigned to the younger children. It is not difficult, even without further inquiry, to see whether what meets the eye is really a sample of the ordinary routine. But, of course, inquiry does follow before the close of the day, as to the system pursued, especially as to the employment and superintendence of the different pupil-teachers. Here, I conceive, is one of the weakest points, which, though not morally of the nature of neglect, has yet sometimes very much the same effect as if it were so. In large schools, with more classes than teachers, it is a problem not very easy of solution, how to keep all classes at work, superintending all, yet not ceasing to be the actual chief teacher. The gift required is the gift of government, a clear head to organize a system of work, and force of character to impress that system on subordinates. It is not wonderful that there should be failures and partial failures in a body of very young men, who can never have learnt this particular branch of their duties except in theory, or from the recollections of their own apprenticeship. As regards the younger classes, the chief faults are these: sometimes they are left to the care of the junior pupil-teacher or a candidate, with an occasional or periodical, perhaps one daily, lesson from the master; sometimes each pupil-teacher takes them in turn, but with less direction and superintendence than when engaged in higher work, as if teaching the first rudiments were too easy a task to need special oversight; sometimes the master attempts to be himself their principal teacher, without neglecting the older classes. All these methods, more or less, fail; the last most signally, as it is the most rarely attempted. The really successful schools are those in which the master or mistress directs and superintends the instruction of each class, and tests it periodically by regular examinations. Here, then, I conceive there is room for improvement in very many

of our schools. Teachers should study more deeply the art of directing and controlling the work of their apprentices or monitors. Yet when I speak of "failing," I mean failing to bring out the proper strength of the pupil-teacher system. In very few cases indeed, is there anything like failure, as compared with the organization of the best teachers working single-handed.

I am tempted to digress for a moment, to say a few words on another topic. It has often been asserted that teachers with low certificates are superior, practically, as a body, to those of a higher class. The assertion, in this broad form, seems to me unmeaning, and has probably arisen from a confusion of ideas, between the case of students and that of experienced *teachers* gaining certificates by simple examination. In the latter case, it is reasonable enough to say that the most vigorous school-worker is not likely to have been the most successful *crammer* for examination. To students, who *must* have gone through the same course, the distinction does not apply. But, though it is not *more* likely that the third-class man should be a successful schoolmaster, it is perhaps almost equally likely, or at least not so much more unlikely, as the difference of rank would seem to dictate. Now, what I wish to observe is, that when the first-class man fails, or the third-class man strikingly succeeds (neither case is in my experience common)\*, it is hardly ever as a *teacher*, properly so called. The students of highest attainments have almost always been good class-teachers; when they fail, it is in vigour, nerve, power of command, and force of character.

Teachers  
with high  
and low  
certificates.

3. I now return to my immediate subject. Supposing the result of my observations so far to be in any degree unfavourable, I should then endeavour to find out how far the master was personally acquainted with the state of his lower classes, with the routine of their work, with the character and efficiency of each pupil-teacher. This is easily ascertained by conversation and other incidental indications, and is a very

Teachers'  
knowledge  
of lower  
classes.

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\* There are, I believe, in my district at this moment, *six* masters only, whose *original* certificates were of the first class. They are—(I name them in *geographical* order).—

- Mr. Collinson, Duke of Northumberland's School ;
- Mr. Mare, Alnwick Corporation School ;
- Mr. Mitcheson, Newcastle, St. Andrew's ;
- Mr. Elliott, Lamesley ;
- Mr. Fish, Durham Blue Coat ;
- Mr. Reed, Barrington, Bishop Auckland.

I need hardly say to any one who knows the district that there is no case of failure here. If I had to select my best schools, most if not all of these names must be included in the list.



important element in forming the final opinion. It goes far to determine what weight is to be given to his explanations of apparent defects. If he shows that he has his school in hand, that he is alive to the weak points, and discriminating in his judgment, I should treat his remarks with respect, and hesitate before I condemn. If, on the other hand, he betrays ignorance of the real state of things, if the younger children seem not at home with him as their teacher, nor he with them—if each pupil-teacher has his own way of teaching, with little or no appearance of a master mind giving unity of system to all;—if these and such like symptoms are discoverable, I have then corroborative evidence that there is something wanting—that at least for that school he is somehow incompetent. I should then very much put excuses and palliations out of view, and judge the school very nearly by its absolute results. In the full strength of this description it applies to very few cases;—indeed, I may safely say to not one important school in the district. But there are many degrees both of vigilance and of precision; and the great majority of cases lie between the two extremes. I find usually a pretty clearly developed scheme for the general work, and a fair amount of personal knowledge of all classes. Now and then I find a master appealing to a pupil-teacher on matters which ought to be within his own knowledge; but, on the whole, my verdict under this head would be favourable, not only to the integrity, but to the method of our teachers.

Inequality  
of attain-  
ments.

4. It is evident that, while making these observations, I must also have seen a good deal of the actual work of classes. I have probably heard more than one class read, examined the dictation of others, and possibly inspected some of the copy books. My next object would be, to complete my view of the elementary subjects, in order to see whether the attainments rose from class to class gradually and steadily, or whether there was at any point a great gap between contiguous classes—as, between 1st and 2nd, or 2nd and 3rd—or, again, between different sections of the same class. If such a gap appears, it is *primâ facie* suspicious. But it may arise from differences of attendance. The first class, for example, may be the entire group of those who have stuck to the school through harvest months or severe winter weather: if so, probably, there is little or no distinction of age between them and the second. Anyhow, the test is easy. The registers are at hand. Take that for the class immediately below the gap. A few minutes' examination will show if there has been, in their case, sufficient irregularity to account for their backward-

ness: if so, the teacher is blameless; if not, the great gap remains to indicate over-attention to a few quick and forward children. Now, I must confess that the tendency is always to note the inequality as a blot which ought to be removed. And it is good for teachers that it should be so. For they are on dangerous ground. The more unavoidable the discrepancy, the stronger is the tendency to work hardest on the soil which promises to repay the culture. Yet, undoubtedly, it *is* in many cases unavoidable. Do what a teacher will, steady attendance will go ahead of irregular. I should in such a case note the blot, but should seldom, until after two or three inspections, attribute it without other evidence to the master's neglect, or undue cramming of upper boys. *This* is not often fairly to be attributed; though teachers sometimes yield too readily to the force of the stream and sit down under the conviction that the evil is beyond their curing.

5. I should then proceed to apply another test, by examination of the upper section itself. Provided they have, on the whole, been educated in the school, or at least passed through two or three of its classes, I should assume that their accuracy in *elementary* subjects is a fair test of the quality of the grounding given to all who attend with regularity. I have seen it already in its *methods*; here, I have its "*results*." If, indeed, the first, or first and second, classes be in any sense a privileged order, as master's boarders, or children paying at a higher rate, or even foundation scholars, whose attendance is compulsory, they are no samples of anything beyond themselves, and, unless they form a considerable proportion of the whole number, their presence is a questionable advantage. But, if they have risen fairly from the ranks by comparative regularity of attendance, I hold it reasonable to infer from this, in connexion with other tests, that the education is good, if they who have been in all stages its real recipients prove themselves well and solidly grounded. I should try them in each subject on ground below that which they professed to be doing. If they were reading an advanced book, I should hear them read an easier one, or gloss a passage which they had recently read; and I should expect the reading of each sentence to be so nearly perfect in all respects,—that a teacher might be content to leave it, as requiring no decided correction, and admitting of no palpable improvement from further practice. In arithmetic, I should try them in notation and in straightforward questions in compound rules, before I looked at their higher work. If they professed to be doing such rules as interest or square root, I should require some questions involving thought in simple and compound proportion. If they

Attainments  
of first and  
second  
classes.



professed composition, I should expect the writing to be first-rate, and spelling from dictation almost faultless. These tests are undoubtedly severe. A school that stands them fully takes rank in the highest class. But, in a very large proportion of schools their application is so far satisfactory, that I am able to pronounce the work to be, on the whole, sound and solid. *Good* reading is indeed rare; but great injustice is done, when it is supposed that remarks like this are meant to imply that there is much to complain of, in the mere utterance of words, or the mechanical adjustment of pauses. Reading, as it is understood or valued among the parents of these children, is carefully and successfully taught. No subject has, for the last three or four years, had more attention from teachers; and in no subject (except religious knowledge) is the difference more marked between an inspected and an old-fashioned school. In a higher point of view, undoubtedly, I am not content with things as they are. Our strong provincialisms in these parts are a great hindrance to expressive reading; nor do I think that either the ordinary methods of teaching are happy, or that teachers study as much as they might do, how to adapt them to each lesson as it comes. Methods should be more elastic; teachers' minds should have freer play; and their standard of what is attainable should generally be higher. But looking back ten or even four years, I am too thankful for the progress made to be querulous or distrustful because of remaining imperfections. In the early days of the present system there was undoubtedly a rush in the direction of "useful knowledge," to the detriment of elementary subjects. Reading-books were framed on the assumption that the chief object was to convey information: slipshod English and loosely-jointed sentences being apparently regarded as matters of no moment. Teachers and apprentices were led to look to an "oral lesson" on geography, grammar, history, or "objects," as the ground on which the inspector's opinion of their practical efficiency would be almost exclusively formed. But the reaction began long ago. The Irish reading-books do indeed, unfortunately, retain their place in virtue of their cheapness; but better books are being gradually introduced, and it is generally recognized by teachers that the object of a reading-lesson is to teach to read, and that a good teacher is *not* he whose single lesson is most showy and apparently effective, but he who really teaches all subjects well.

In arithmetic, the great defect is the imperfect teaching of notation in younger classes, and the neglect of it, as a subject for revision, in the upper. It is, of course, a harder subject for young children than addition or subtraction.

Faults of  
inspected  
schools 10  
years ago.  
Reading.

Arithmetic.



But, as it is essential to sound progress, and as much of the educational value of arithmetic depends on the clearness of the child's thought, I must always hold that it comes as naturally before addition, as letters before words. It is not necessary to go all at once to millions or even to thousands: the principle can be learnt in columns of three figures, as well as in thirty, and once well learnt, it ought never to be even partially forgotten. With this exception, the teaching of arithmetic is generally sound and sensible, with, perhaps, some want of vigorous supervision of individual work. I should certainly like to see more quickness and more accuracy; and I think I can trace the want of these to some of the methods in use for revision of the sums given out. It is not enough that explanations are clear, or that the sum is at last worked for or with the class on the black board: unless each child feels a strong stimulus to exertion, the dull and the indolent will be content to let others do the work. Still, looking to the results on this subject in old-fashioned schools, where at least double the time is given to it, I am well content with our own with all their shortcomings. With half the pretension, there is on the average far more real knowledge, and immeasurably clearer perception of principles.\*

Let me sum up these conclusions. Our schools are in general well organized, and all classes, from the highest to the lowest, are well in hand, and the teachers are attentive to their work. Masters and mistresses are careful and conscientious, but not unfrequently wanting in the power of *government*. Sometimes, but not very often, the head-teacher has not sufficient knowledge of the work or progress of the younger classes. There are often great gaps between the attainments of contiguous classes or sections; attributable generally to differences of attendance, but in every case calling for the teacher's close attention. The grounding in reading and arithmetic is, on the whole, satisfactory, so far as it can be traced in those children who reach the first and second classes.

Summary of conclusions.

It may be asked, "Why confine this last test to upper classes? The very point most anxiously to be considered is, whether justice is done to those children who do not remain

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\* I should hardly say this, if I thought that my colleague, Mr. Brookfield's test, (at the rate of five eggs for 2*d.*, what is the cost of five dozen?) would be as serious a stumbling-block here as he found it in Kent. I tried a precisely similar but rather harder question in the last papers of the Northumberland and Durham prize scheme. Out of 700 candidates, being the entire number over ten years of age in about 40 schools, more than three-fourths answered it with perfect accuracy and apparent ease, not to say contempt.

long enough to reach the first class. Ought not a child leaving school at 9 or 10, after fairly regular attendance for three or four years previously, to be able to read correctly, and to work sums in the four first rules?" I answer, "Certainly; *but that child would be in the first class*, unless the school is so far above the average in respect of attendance, that its second or third classes answered to the description I have been giving of the first. The steady attenders rise so rapidly, that except in the very lowest classes, you cannot catch them in groups, till they cluster together at the top of the school." The supposed case of steady attendance with inferior results is, in my district at least, so rare as to be virtually imaginary.

#### PROPER DUTIES OF HEAD-TEACHER.

Superintendence.

Again, it will be observed that in the remarks I have made, I do not contemplate the possibility or desirableness of the master's actually giving any large proportion of the lessons to the younger classes. In small schools, this is both possible and desirable; in large schools, the attempt can only lead to confusion. The stronger the staff, and the older the pupil-teachers, the more time can be devoted to younger children; but that time will be turned to far better account, if spent in careful supervision, than if frittered away in many fragmentary lessons. Every class should know well the master's voice, and feel that (morally) it was under the master's eye, and guided by the master's hand. But the power of the guiding hand and eye should be felt in the very fact that *his* system is harmoniously worked throughout the school, by other agencies besides his own. It is a weakness, for which no mere activity can compensate, if the work flags when his personal presence is withdrawn. Rather, his presence should come in as a fresh impulse to teacher and scholars, to correct all defects, round off all that is unfinished, and bring clearly out the real state and progress of the class. If any junior class is dropping behind (from whatever cause), he may make that class for a time his peculiar care, and so at the same time test more fully than usual the self-reliance of the first class, and the capacity of his older pupil-teachers. But, generally, he will feel that the more advanced work requires a considerable share of his time, and that the elementary teaching, though in one sense the most difficult of any, *i.e.*, requiring more of the *gift* of a born teacher, is yet within the powers of younger minds, whose mere want of knowledge as well as of authority disqualifies them for much of the former.

For, in truth, there is no antagonism between these two duties. They are often spoken of, as if every half-hour bestowed on the more advanced children were so much withdrawn from the younger. But it is not so. There is such a thing, no doubt, as a lazy teacher, lolling at his desk, while a few clever lads work arithmetic or mensuration, with a little careless superintendence and a few stray hints as needed. Or again, there is the active-minded man, fond of mental work, but of languid physical temperament, who finds his pleasure in imparting higher knowledge to fit recipients, but shrinks from the drudgery of coping with dullness, obstinacy, or ignorance, or uncontrolled animal spirits. There are a few such teachers still: there were many such not long ago. But from all this it does not follow that a good first class is other than a benefit to the whole school. If the first class is weak, the whole tone of the school will suffer. One striking proof of this, is to watch the progress of a new school in a previously neglected place. Not only the moral tone, but even the intellectual standard, languishes, till by slow degrees a good first class is formed. From that moment, the difficulties begin to be smoothed down; a stimulus is given to the exertions of younger children; each sees, or at least feels, the standard for his ambition raised, and imperceptibly but surely all are the better for the sounder and higher work of those above them. Withdraw the first class; replace them with younger and more ignorant successors, and all in like manner are the worse for the loss.

Effect of a  
good first  
class.

So, too, I am anxious to say, there is no antagonism between advanced and elementary subjects. Not to speak of the close connexion between one advanced subject, *grammar*, and the most important of what are called elementary, viz., *reading*—a connexion so close, that I should be disposed, for the sake of the reading alone, to teach grammar much sooner and much more thoroughly—apart from this, it is, I think, certain on more general grounds, that higher mental training is not merely safe, but essential, in order to render our elementary teaching either sound or lasting. By some means or other, you must train the mind to think—you must cultivate the memory, the reasoning powers, the power of observation, even the fancy and the affections, if you expect your instructions on any subject whatever to be intelligently received or remembered. To confine the child to mechanical or semi-mechanical processes, to measure the usefulness of the work by its direct applicability to the necessities of after-life, is as shortsighted as to give long thought and pains to the details of a machine, while omitting to provide the moving

Advanced  
and ele-  
mentary  
subjects.



power. All this I have been used to think axiomatic among educationists. But, as there seems to be a sort of reaction in favor of old-fashioned ideas, I will add one proof in corroboration; not an abstract, but an experimental proof. If I were to select, in my own district, a dozen schools as the best in higher subjects, and again another dozen from my marks on elementary subjects, I should find the two lists almost identical. The best reading, the best arithmetic, the best dictation, even the best writing, would be found in those schools where grammar, geography, and history have held their proper place.\* The only exception is needlework, and very naturally, as it is often taught in mixed schools by a different person from the instructor on other subjects; and since, with all the recent improvement (and it is great) in the trained mistresses, it is a matter on which untrained sempstresses can meet them on *at least* equal terms.

Religious  
instruction.

I have said nothing about religious instruction, and I do not wish to say much. It stands, I hope, apart from all discussion, in the place of paramount importance and primary regard. I wish, however, to say one word about it, which is strictly within the scope of a report. The character of the instruction given in our schools is sometimes called in question, as if it were more historical than religious, dealing more with the mere *cram* of names and dates, than with the weightier matters either of Law or Gospel. Some part of the blame seems to be imputed to inspectors; the rest, I suppose, has to be borne chiefly by the clergy. Now, first, as to our share. I for one, never, or hardly ever, examine with a Bible in my hand, and never once *got up* an examination. My memory is not tenacious of dates or other minute matters; so that, as far as I am concerned, I am free to confess that I could not, if I would, push my questioning to details of unimportant facts. In some things I like to be minute; the details of a parable, or the *ipsissima verba* of a weighty saying. But in Old Testament narrative, I rather aim at confining myself to points which illustrate Divine Providence or human character; the obedience of Abraham, rather than the names of Keturah's sons; the sins and mercies of the wilderness, rather than the halting-places in the journey. This only I might sometimes do—though few classes reach the point at which I should think it worth while—I might interpose in the middle of a prosperous examination some one or

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\* So, for example, in the last examination of the Northumberland and Durham prize scheme, the most successful schools as regarded the *number* of those passed for elementary subjects, were also the most successful in carrying off the higher prizes.

two searching questions of minute fact—not for the sake of the fact, but simply as a test of accuracy, on the general principle, that whatever is done should be done well, and whatever is got up should be got up thoroughly. Also, I have to bear in mind that, without accurate knowledge of what may be called Bible *Facts*, any practical teaching founded on them must be vague, shallow, and common-place. Until I have brought out accurately the outline of the story, I cannot question upon lessons to be drawn from it. I might get answers, but they would necessarily be either guesses, or parrot-like repetitions of what had been received without thought. The quality of the work is very various. When left to teachers, it varies according to their earnestness, their experience, and the tone of their religious feelings. Sometimes, no doubt, the Bible knowledge has not much of religion beyond the name; sometimes religious phrases have been picked up, without thought or reverence; but very often—especially when the clergyman makes it his own care (a practice not so universal as might be desired)—there is a very fair perception of the great principles to be drawn from narrative or parable. More might be made of the mutual illustration of Bible by catechism, and catechism by Bible. The teaching of the one occasionally is too didactic, the other too like common history. The former wants to be brought in contact with the realities of human life; the latter to have those realities interpreted by divine principles. But, even in its least successful form, I never feel that I am straying far from the religious track, while bringing out whatever knowledge there may be of the divine story of Abraham or Joseph, or Moses or Elijah. The form of history has been chosen as the earliest vehicle of written Truth; and the history ever so baldly conveyed has a sacredness which is deeper than that of mere precept. I purposely abstain from touching here on the still holier ground of Gospel narrative.

#### CONCLUSION.

Before another report is called for, the educational system will, I presume, have entered on a new phase of its existence. I have only to express my hope that, under whatever modifications, the progress of the next 15 years may be as sound and as striking as the advance in this district from 1846 to 1861.

I have the honor to be, &c.

G. R. MONCREIFF.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, the Rev. H. LONGUEVILLE JONES, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in WALES.

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MY LORDS,

I HAVE the honor of presenting to your Lordships my report on schools inspected in Wales by my colleague the Rev. B. J. Binns and myself during the official year 1860-61.

In so doing it is always a pleasing duty to bring under the notice of your Lordships the highly efficient manner in which Mr. Binns has aided me during this and all preceding periods, never sparing his labour, and always co-operating in the most prompt and judicious manner. The work in my district has been so much increased of late years, that, without his constant help, at least one half of the schools would have to remain uninspected.

The principal results of my inspection during the period named above are the following:—

(1.) The number of schools, qualifying themselves to receive annual grants, is still on the increase.

(2.) The attendance of the children is rather more regular.

(3.) Money payments continue to be made cheerfully, and, except in cases of destitution, from whatever causes, are not considered as any hardship.

(4.) Children still leave school at an age earlier than what an anxious teacher could desire; but almost always in order that they may enter on some active and remunerative employment, for which the improved methods of instruction now in operation have fitted them in a shorter time than was formerly possible.

(5.) Religious differences, except when stirred up by interested parties, do not interfere with the harmonious working of Parochial or National schools in Wales. Whenever a parish school is conducted on the fair and non-compulsory plan, which is now generally adopted, children of parents of all religious denominations attend, and receive religious instruction without any remonstrance on the part of their friends. There is no compulsion nor persecution for conscience' sake; and it is a positive fact that in the rural parishes of Wales at least, if not in those of towns, the ordinary parochial or church school is used without any objection or remonstrance by parents of all opinions. What the labouring classes principally look for is a *good* school; they have quite tact and



judgment enough to find out which is good and which is bad ; and when a school has established its character and is conducted judiciously, it commands public support without any murmurings on the score of differences as to religious creeds. Nothing is more easy than to get up a demonstration against almost any school, and upon almost any grounds, religious or not ; so simple-minded and confiding are the people in the presence of skilful agitators. But if parents are left to follow the dictates of their own judgment, they will send their children to the best and the most convenient school, no matter what may be its name or denomination.

(6.) The provisions made for the teaching of the younger children are still lamentably deficient. In very few parishes of Wales can an infant school be supported separately from the general parochial one ; and in this general school, the staff of teachers, the mode in which that staff is organized, and the arrangements of the building are commonly unsuited to the instruction of infants or of very young classes, conjointly with older ones. Besides this, two other causes operate against the proper education of infants in rural parishes. The first is, that school managers know too little about the principles and details of this part of educational duties ; and they are inclined to spend too large a portion of their funds on the elder children, while they starve the instruction of the little ones. The other is, that the teachers are commonly unfitted for this special branch. Certificated masters are generally above it ; apprentices are not qualified for, and commonly dislike, it ; simple monitors do little more than keep a class seldom in silence, generally in noise. Until some great modification of the existing system is made, whereby the aid of good female teachers may be secured for the infant classes of schools, those infants will always be neglected, and their progress retarded. It is astonishing, indeed, that they do get on in the degree witnessed ; but the whole progress of schools, and of the people generally, might be accelerated and improved to an extent not yet thought practicable, if only proper means,—I had rather say common justice,—were used with regard to the training of infants and children of very tender age. Of the five or six years now spent in parochial schools, two may be assigned as the period during which children come on in spite of neglect, and by dint of their mother wit alone.

(7.) School buildings continue to improve slowly in respect of ventilation and cleanliness. Managers and teachers seem to be awakening to a sense of the importance of these subjects ; and though they have commonly to contend against the inconveniences entailed upon them by architectural or structural

faults, yet they begin to find out that at a very moderate cost they can ventilate their schools for themselves ; and also that one of the best lessons they can teach, after the regular and indispensable series of those on religious matters, is that of personal, domestic, and scholastic cleanliness. I wish it were in my power to report that schools are built with greater regard to economy than in former days. I see few signs of amendment in this direction ; and the desire, whether expressed or understood, that school buildings (though erected with the aid of the Parliamentary grant on the score of insufficient local funds) are to be made architectural embellishments of towns or villages, and are to serve for other purposes than those of a school proper, is still a cause of estimates running high, and of large profits being realized, though perhaps not acknowledged, by builders. If positive gain is not shown by the building accounts, yet its equivalent, imperfect workmanship, is the common rule ; and upon no one subject are school managers more generally agreed than upon the bad manner in which the work is ordinarily executed. I do not mean to say that the builder is always to blame ; very often the fault is with the school committee, who are bent upon having a showy building erected for a sum, with which the great essential of durability is hardly compatible.

It is my firm conviction that in no respect are public and private educational funds so much wasted as in the injudicious erection of school buildings.

(8.) Industrial schools, and schools of art, with very rare exceptions, continue to be dead failures in Wales, without much prospect of anything to the contrary, under existing regulations.

(9.) The education of the sea-faring class, of the young sailor boy, of the adult seaman, the coasting sailor ashore every winter,—on whose moral as well as physical well-being so many national interests depend,—is still neglected in Wales by public bodies and public men. In one of the most thriving of the second-class ports navigation is still taught by a woman after 25 years' practice, and now that declining health and age impair her usefulness, her daughter is succeeding to her post, *because there is no man in the town competent to fill it*. In another of a similar character, the only navigation teacher is an old man, but a clever one, who keeps a small inn. Taking the Welsh coast all round, there are not less than 500 men and boys ashore for three or four months every winter, seeking instruction, and willing to pay for it ; but no public body or society has as yet contributed anything towards securing them the means of instruction ; and they are compelled to fall back on the ordinary parochial schools, in which,

though their presence thwarts the usual arrangements, their general steadiness and good example are worthy of all praise.

(10.) It is my earnest hope that the three common requisites of *secular* instruction,—reading, writing and arithmetic,—are now receiving more attention than hitherto. Those classes in school, which the master or mistress teach *personally*, are more or less well attended to in these respects; but the other classes,—generally including the lower ones,—which are left to an apprentice or to “*one of the children from the first class*” (a phrase of too common occurrence), are for the most part taught these things badly. Speaking broadly, a thorough revolution is required in this respect throughout the length and breadth of the land. I see symptoms of improvement certainly, but I greatly wish to witness them more universally.

(11.) The young men coming fresh from training schools, no matter of what locality and repute, nor of what kind of certificate (for this seems to make little difference in the practice of teaching), are still often found to be very raw and awkward at their work. Lads whom I have known as excellent apprentices, seem, on emerging from their training schools, to have lost no small portion of their skill as instructors; they have improved their own personal knowledge very probably, but their powers of communication do not seem to have received a proportionate increase. After much deliberation I have come to the conclusion, within my own mind, that two years' probation is not a sufficient period after which a certificate of merit should be granted; and I conceive that not less than *five* years' proof of activity and judgment, in the practical working of a school, should entitle a teacher to *any* recognition of merit on the part of the Committee of Council. Concurrently, however, with this, I am also convinced that the period of five years for the apprenticeship does not work well; and I believe that many experienced and practical school managers would prefer a probationary period of two years' monitorship, and then one of three years' apprenticeship, to begin at a time when the young teacher's capabilities may have been tested, and his inclinations more decidedly ascertained. The system of assistant teachers always works well, I am inclined to think. I always hear it well spoken of, and, were I allowed to make any recommendation of the kind, I should say that, with regard to the formation of the future teacher, it is much more important that he should go through his period as an assistant, than that he should gain a Queen's scholarship, of whatever class, or go to a training college, however fashionable.

(12.) School managers have received with gladness the new and improved school-books which have lately been put forth



by various societies, and by some enterprising publishers. A great amelioration has taken place in this respect, and the progress of education is most intimately connected with it. The only obstacle is that of cost; many excellent school-books, lately published, are still beyond the means of poor country schools; but if managers could introduce a system of converting the books into the actual property of the children and their parents, *under certain pecuniary restrictions*, this difficulty would be greatly diminished.

Perhaps I shall not be considered as going out of my way to observe that, whereas the adapting of arithmetical knowledge to the common practice of life is of essential importance in all schools, it would be a desirable thing and one easy to effect, for every school to be furnished, as a *sine quâ non*, with a set of common weights and measures, a pair of large scales, a wooden bushel, quart, and pint, a two-foot rule for boys, a draper's yard measure for girls; a long stick, cut out of the coppice of some kindly disposed squire, and measured off as the "rod, pole, or perch;" a common rope, with knots in it at six feet distance, to show that a sailor can stretch his arms out thus far, and so measure a fathom; these ordinary articles, which might certainly be bought for 20s., would, in the hands of a judicious master, teach more practical arithmetic than "*Walkingham*" and all the "*Tutors*."

In the same way, if *cheap* diagrams, *cheap* tables, and *cheap* maps of various kinds,—I mean at the cost of a few pence *per yard*,—could be manufactured as papers for hanging the walls of schools, like those of rooms, a very effective set of educational appliances might find their way into almost all schools. But I observe that the great publishing societies and publishing houses are singularly defective in their stock of these things; or, if they manufacture them, they are of a kind more suited to the means and requirements of "*academies*" for young gentlemen and ladies, than for those of parochial schools for the labouring classes.

(13.) It is almost a truism, but it is one which increasing experience daily brings to my mind with greater force, that a good manager, a good teacher, a good school, and public support are all co-ordinate elements of the education question. When the same favourable quality can be assigned to the three first, the fourth is an universal consequence. If the manager fails in his duty towards the teacher and the school, the one has his efficiency impaired and the other dwindles away. Whereas, if the first two act together with unity of purpose, judgment, and constancy, the third flourishes, and the public soon testify their substantial approbation. School-

keeping always has been, and always will be, a work of much labour, both of body and mind; but the labour brings its reward, inasmuch as its fruits soon testify that it is not thrown away, and also because the steady performance of a public duty is in itself a high privilege and honour. It may not be recompensed by wealth, nor even by gain; but it is repaid in a form more enduring than any money yet coined.

On the other hand, the future provision for aged teachers is a most important subject, which I am afraid many friends of education are willing to keep out of sight. They are afraid to approach any discussion of it, for they know its difficulty; and yet it is one that a few years must bring home to them very forcibly. I would venture to allude once more to what I mentioned in my last report, as the conviction of some thoughtful school managers, as well as my own; that all funds for conducting parochial schools should be organized upon a plan, that should admit of the formation of a pension fund for aged or disabled teachers. I believe the thing to be altogether practicable, and easily within the limits of possibility; but I content myself with thus briefly alluding to it, because it does not concern me in the discharge of my duties to point out in what way managers and teachers should regulate their mutual engagements. It is a branch of the general question that cannot be ignored altogether; it is certain to attract public notice before long; and I consider it myself as one of the most important to which the friends of educational progress can now turn their attention.

(14.) Two or three cases have occurred in my district during the past year, as well as several in former ones, showing that the interpretation of the Minutes of the Committee of Council is not only sometimes misunderstood by managers and teachers, but is liable to misapprehension even by parties acting with the intention of conforming to them. These circumstances, therefore, lead me to make one further remark to the effect that managers and teachers would always do well to write to the office before taking any step involving the possibility of doubt. The publication of a Code in 1860 was felt to be of no small use in making the official regulations more generally known.

I have the honor to be, &c.

H. LONGUEVILLE JONES.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT *for the Year 1861, by Her Majesty's Inspector, J. D. MORELL, Esq., A.M., LL.D., on the BRITISH and other PROTESTANT SCHOOLS not connected with the CHURCH OF ENGLAND, inspected by him.*

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MY LORDS,

DURING the past year my inspections have been entirely confined to the county of Lancaster, with exception of a short official tour in Cornwall, undertaken by way of exchange for Mr. Laurie.

ATTENDANCE.

The temporary change from the northern to the southern parts of the Kingdom, has naturally led to a rough comparison of the *class* of children ordinarily found in the British and Wesleyan schools of these two localities, and I was glad to find that in both districts alike the *great mass* of the children who take advantage of the education thus provided for them, belong decidedly to the poorer and labouring portion of the community. I mention this fact in the outset, as an opinion has been widely circulated through the country that the funds supplied by Government for the maintenance of these schools are made *commonly* available for the education of large numbers belonging to the middle classes. This I have not found to be by any means *generally* the case.

It must be admitted, however, that when we speak of the labouring or working classes, this term has a very different meaning in different counties, and includes under it persons and families living in very varied circumstances of outward comfort and competence. In the manufacturing districts the "working man," to a large extent, at least, is a person of much superior means to the working man in the agricultural districts. The line between the labouring classes and the rest of the community is in the former case, accordingly, by no means so sharply defined as in the latter; and a large portion of what are here, in the north, termed working men, are probably as well able to provide for the education of their own children as are many amongst the middle classes, who are obliged to keep up a greater appearance of competency upon slender resources. Of course it is not the primary intention of the Government grants to provide education for any except those who are supposed unable to provide it for



themselves. Yet many circumstances have combined to render it inevitable that the advantages of these inspected schools should extend, exceptionally, somewhat beyond their original intention. To exclude the children of well paid working men on the ground of their parents being laborious, provident, and successful, would be inflicting, it is felt, a very unjust and impolitic penalty upon merit and industry, and would condemn many to suffer in the prospects of their families just because they have made themselves skilful, steady, and consequently well off. On the other hand, to reject the children of persons somewhat above the working classes, would often deprive those of educational means for their families, who are far less able to obtain them than many of the working men themselves.

On the whole, therefore, it has always appeared to the majority of school managers, by no means incongruous or unjust to admit a certain proportion of children not belonging, strictly speaking, to the classes originally intended to be benefited. The slight mixture of better behaved and better clad children it is thought has a good effect on the rest, without thrusting any out; and the aid thus rendered is in a great many cases more welcome and more necessary than might at first be supposed.

Unless indeed these families who float between the lower and middle classes were to gain some benefit from the public school grants, they would be manifestly placed in a less favourable position than any other part of the community. The plea which I have not unfrequently heard urged on their behalf is this:—That the higher classes in the country have large educational advantages open to them in connexion with the universities, that the upper middle classes occupy nearly all the old grammar school foundations, many of which were really left for those who could not well afford to give their sons a liberal education in any other way; that the lower classes have now an excellent system of school instruction and inspection in connexion with the educational department of the Privy Council. If they themselves are admissible to none of these aids their sole resource is the boarding or private school, which, if cheap, is very inferior to the Government schools, and if of a superior kind, is pretty sure to be, in relation to their means, enormously expensive.

As much has been said of late respecting the intrusion of other classes into these schools, I think it is only fair that the kind of arguments I have heard on their side of the question, whatever they are worth, should in turn obtain a hearing. The necessity of urging them is not indeed very great, as the

number of those who find their way from amongst this class of the community into our schools, is, after all, inconsiderable when compared with the rest.

### SUBJECTS OF INSTRUCTION.

*Reading.*—As a good deal has lately been said respecting the deficiency of *Reading* in our schools, I have made it my special object to pay attention to this subject, and have attempted to estimate how far the complaint is well grounded and just. In order to do this the more accurately I have looked back over the experience of 15 years to see what kind of visible advancement has been made in this particular during that period. I can remember a time when the old, dull, monotonous, uninflected style of reading was very common, if not general. This is a thing now, I am happy to say, wholly unknown in my district, and, I imagine, equally so in most others. I can remember a time when the Bible was almost the only reading book in a great number of schools, and was thumbed over in half the classes in a style equally useless and irreverent. Reading books, written in the style and upon the subjects of every-day life, have now everywhere been added. Throughout the entire mass of our primary schools this sort of progress has been quietly going on within the range of my own personal experience; and knowing as I do the difficulties with which both children and teachers have to contend, I do not think that the actual advance has been either unsatisfactory or discouraging. In some schools indeed, and those not very few, the number of children who can read fluently is, I fully believe, as great as under the circumstances could be attained by any system of instruction whatever, even though devised to accomplish this special purpose; and I should not hesitate to put them in competition, as to reading power, with any class of popular schools in any other country. This conclusion I have come to, moreover, after visiting some of the best schools in France, Switzerland, and Germany.

Is the accusation, then, of imperfect reading wholly unfounded? I am by no means prepared to affirm that it is. Many of our schools are undoubtedly characterized still by bad reading, but in these cases it is necessary for us to look a little more into the causes of it before attempting to apply a remedy.

Amongst the causes which I find at work are the following:—

1. *Great irregularity of attendance.*—In schools which are so situated that regular attendance can be secured (a case by no

means common), good reading is most uniformly produced, and that throughout a large proportion of the classes.

The tables of attendance, however, show that on the average the number of children admitted every year into our schools is greater than the ordinary attendance in them, and in many cases, indeed, more than twice as great. If good reading more than half through the school is not producible here on the day of inspection, it certainly is not the fault of either the teacher or the system; and I doubt whether the evil admits of any remedy except time and the slow and steady march of social improvement, which will by degrees make parents more careful about the regularity and duration of the attendance of their children.

2. Another cause producing bad reading is the late age at which many of the children first come to school. This is felt particularly in factory districts, where many of the parents never think of sending their children, at least regularly, to school until they are compelled to do so by the Factory Act.

In large factory half-time schools we generally find a mass of children of both sexes from 8 to 12 years of age, who hardly know their letters, or can scarcely read monosyllables.

3. Another cause of bad reading lies in the uncultivated homes of the children, and the want of any amount of refinement or intelligence there. There are some parts of the country where the provincial idiom, in which the children first learn to express their ideas, is rough, uncouth, and *scanty* beyond description. When they come to school, and have to utter proper English words, it is almost like commencing to learn a new language. The amount of difficulty which has to be overcome in their case, before they can read and pronounce book English is far greater than we are apt to imagine.

These I believe are the main causes of bad reading in a considerable number of our popular schools. That the evil has been produced by any ambitious teaching of the higher branches is, as far as my experience goes, utterly untrue. Those schools in which there is the best and most intelligent teaching in other subjects, exhibit uniformly the best reading, as well as the largest per-centage of children able to read well. On the other hand, in schools where bad reading exists, it is almost invariably found that everything else is backward in proportion. How we can get children indeed to read properly without cultivating their general intelligence is altogether beyond my conception; for surely one condition of such reading is that they should understand, and in some measure appreciate what they are reading about.

○ If there is any one thing which more than another would



conduce to the rapid advancement of good reading in the country, it is I believe the extensive diffusion of good infant schools. For here almost all the causes which operate against it are more or less contravened. Early attendance is secured, the mechanical drudgery of learning letters, &c. is soon got over, habits of order and propriety are instilled from the tenderest years, comparatively pure English is spoken to them by the teachers; and the embarrassing work of providing for the more juvenile scholars is removed out of the way of the ordinary schoolmaster. Where infant schools are the rule, bad reading soon becomes the exception.

*Arithmetic.*—In considering the state of arithmetical instruction in the inspected schools generally, I should say that this has a much greater tendency to fall behind a proper average degree of efficiency through the direct fault of the teacher than the reading. Reading is a plain and palpable thing, which every one can appreciate, and which the parents of the children above all things demand to be secured. Arithmetic is not so. Progress here is not so easily tested by those who are unaccustomed to school operations, and there are many ways in which a child may elude the notice of an unobservant teacher, while depending on others rather than on himself for his results. Numeration I must say is, in the majority of schools in my district, particularly girls' schools, *unreasonably* neglected. Neither is sufficient care taken to prevent one child from being aided by those around him. I frequently find that a sum given out to a class in its ordinary position will show a nearly uniform result; but if given out to it when the children are so placed that each is thrown wholly upon his own resources, the accuracy of the result is diminished by nearly 50 per cent. The real knowledge of the children in arithmetic is ordinarily much behind what they profess to know. This could hardly be the case if they were taught the elements longer and more thoroughly, and then well grounded in every rule as they go on. The bare mechanical facility of dealing with figures is not to be despised, and is not always secured; but it would be more easily imparted, and more surely retained, if it rested upon a better knowledge than it commonly does of the first elements.

*Geography.*—Geography is still a favourite subject in most of our primary schools, and is likely to continue so. I have observed lately with pleasure, that the mere generalities, which have so long been taught under the name of geography are being supplemented gradually by information of a more special, and in the same proportion more useful character. Thus instead of merely giving an outline of the countries of Europe

or the world, with the names of rivers, capitals, and mountains, many teachers are now studying the peculiarities of their own locality, and giving that kind of information which bears most directly upon the future industry of the scholars.

A large number of the children now in our primary schools, particularly in the maritime towns and counties, will in a few years be scattered through every quarter of the globe, whether as sailors, traders, or colonists ; and the parents and managers not unfrequently regard it as of the first importance that the children should know something of the countries which they may have to traverse, their climate, characteristics, produce, together with their social, political, and industrial position. And even to those who stay at home, the geography of England in detail becomes of great service. The children learn in a simple way the geological, industrial, and social characteristics of each county, and find out that if labour becomes indifferently paid in one place, there are other openings for home industry to which they can easily gain access. Thus the geographical lessons lead by a natural pathway to the simple ideas of social economy, and serve as an introduction to that most practical and useful of all instruction, which teaches the every-day duties of human life, and the laws which bind man to man together in the great fabric of human society.

*Grammar.*—Grammar is at once the opposite and the complement to the lesson on geography. Its influence is almost wholly subjective and disciplinary, and as such forms one of the most important elements employed in the process of mental training. The use which is made of grammar in our primary schools depends almost entirely upon the individual power of the master to teach and to apply it. In many cases it is now taught with admirable effect ; but in more cases with hardly any effect at all beyond the simple knowledge of the parts of speech. I have generally adopted the plan of discouraging the teaching of grammar to the younger scholars. A mere knowledge of terms and phrases, which is all that such children can generally acquire is of comparatively little use. The point at which to aim is not to teach grammar indiscriminately ; but whenever it is taught to teach its principles thoroughly.

*History.*—English history is not taught in our schools at all universally. It is the one subject which is first dropped in proportion as a greater degree of time and attention is devoted to the rest. Where the elementary branches are not well advanced, I systematically leave all reference to history out of the routine of inspection. This plan I have found to be the best adapted to render the instruction in our inspected schools less diffusive and proportionally more concentrated on

the indispensable subjects. All school managers, or nearly, so seem to agree that the amount of attention bestowed by the teachers upon the different branches of education is greatly regulated by the stress laid upon them at the annual inspection, so that if there be any error here, it is certainly much more due to the course taken by the inspectors than to any fancied over training of the teachers. I should, however, be extremely unwilling to lay down any fixed rules regarding the subjects of instruction, or the extent to which they ought to be pursued. Nothing should be taught which cannot be taught well as far as it goes. So long as this principle is kept in view it is generally found that the extension or contraction of the school plan will regulate itself according to the circumstances of the school and the natural demands of the neighbourhood.

I have the honor to be, &c.

J. D. MORELL.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*



GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, MATTHEW ARNOLD, Esq., M.A., on the BRITISH and other SCHOOLS not connected with the CHURCH OF ENGLAND, inspected by him in the Counties of BERKS, BUCKS, ESSEX, HERTS, KENT, MIDDLESEX, and OXFORD.*

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MY LORDS,

London, January 1862.

IN my last report I complained of the dirty condition in which school premises in London were too often permitted to remain, and I contrasted them unfavourably in this respect with the school premises which I had seen in Paris. In the course of the year just ended, the managers of several London schools under my inspection have exerted themselves to remove the stigma thus cast upon them, and I can now report a somewhat improved state of things. There is still, however, a great disposition on the part of managers to consider sufficient for public school premises a degree of cleanliness which is really not sufficient; to think that all which is necessary is something far less, at any rate, than what is *proper*. And I venture to predict that the greater the "liberty of action" given to managers in fixing the standard of needful school cleanliness, the dirtier will our public schools become.

School premises.

In my examinations of pupil teachers during the last year, I have been struck with the commonness of the failure in *grammar*. This failure has been yet more evident to me in the papers (which I have just been revising) of the candidates for Queen's scholarships at the recent Christmas examination. In general the pupil-teachers seem to me to do worse in this branch of their instruction than they used to do. Many objections have been raised against the teaching of grammar in our elementary schools, and I believe that there are even inspectors who somewhat discourage it. But I confess that I should be very sorry if this study should be discontinued, or should be suffered to decline. With the tendency to verbiage and to general and inexact answering to which all persons of imperfect knowledge are, when examined, so prone, it is a great thing to find for their examinations a subject-matter which is *exact*; every answer on which must be right or wrong, and no answer on which can have any value if it keeps to vague generalities. Arithmetic as well as grammar has the merit of being an examination subject of this kind. But grammar has an advantage even over arithmetic, in that it is

Pupil-teachers; their instruction in grammar.

not only exact,—it not only compels the pupil examined in it to show himself clearly right or wrong, as knowing the rule or as ignorant of it,—but it also compels him, even more than arithmetic, to give the measure of his common sense by his mode of selecting and applying, in particular instances, the rule when he knows it. And the *common sense* of pupil-teachers cannot be too much exercised.

Difficulty of  
some of the  
grammars  
now in use.  
Limits  
within  
which a  
pupil-teacher's  
study of  
grammar  
should be  
kept.

I am inclined to think that for the ordinary pupil-teacher the text books of grammar which he uses are much too elaborate. These aim at showing the *rationale* of grammar and of the terms and laws of grammar; but this is a stage of doctrine for which the pupil is, in this case, seldom ripe; he has memory to master the rules of grammar, but seldom understanding to master its metaphysics. What he has understanding for is the application of the rule when he has learnt it; and it is within these limits that we should address ourselves to exercise his understanding. Therefore it is to be lamented that there is not one uniform text book for pupil-teachers studying grammar, even if that text book treated grammar less philosophically than some of the existing text books, not more philosophically than the old Eton grammar; for what the pupil-teacher wants is the rule as a positive fact before him, and no rules acquire this force so well as those of a universally employed text book. It matters less that the rule should be *intelligently* stated to him, than that it should be *intelligibly* and briefly stated; for he wants it as a law, not as a theorem. The metaphysics of grammar may come later for him, at the training school.

Perhaps our examinations, too, extend themselves over too wide a field, ask questions too numerous, and regard the *rationale* of grammar in a way for which the pupil-teacher is hardly ripe. Perhaps they should limit him more, more make him concentrate himself on that for which he is ripe. He will hardly write a good essay on the nature of the preposition or the adverb. He will hardly analyse an intricate passage correctly according to the metaphysical principles of Dr. Morell's *Analysis*. But he may be brought, if his teaching takes in somewhat less and keeps him to this more steadily, to parse a sentence a great deal better than he does now. And the true aim of a boy's mental education,—to give him the power of doing a thing right,—will in this way best be followed. The best intelligence of the *rationale* of grammar is that which gradually comes of itself, after such a discipline, in minds with a special aptitude for this science. Such minds are few; but the minds with some aptitude or other for which the discipline of learning to do a thing right will be most beneficial, are

numerous. And to the young, grammar gives this discipline best when it limits itself most.

Rhetoric and grammar are allied, and what may be called the rhetorical exercise of paraphrasing a passage of prose or poetry often finds a place in our grammar examinations. In general a pupil-teacher paraphrases a passage even worse than he analyses it, and in the examination for Queen's scholarships this year no exercise in paraphrasing was given. We all complain of the want of taste and general culture which the pupil-teachers, after so much care spent upon them, continue to exhibit; and in their almost universal failure to paraphrase ten lines of prose or poetry without doing some grievous violence to good sense or good taste they exhibit this want most conspicuously. Here too, perhaps, the remedy will be found to lie, not in attempting to teach the rules of taste directly,—a lesson which we shall never get learnt,—but in introducing a lesson which we can get learnt, which has a value in itself whether it leads to something more or not, and which, in happy natures, will probably lead to this something more. The learning by heart extracts from good authors is such a lesson. I have often thought of it as a lesson offering an excellent discipline for our pupil-teachers, and I rejoiced to see it instituted by one of the regulations of the much attacked revised code. This regulation at any rate, I think, no one will be found to attack. Nay, it is strange that a lesson of such old standing and such high credit in our schools for the rich, should not sooner have been introduced in our schools for the poor. In this lesson you have, first of all, the excellent discipline of a lesson which must be learnt right, or it has no value; a lesson of which the subject matter is not *talked about*, as in too many of the lessons of our elementary schools, but *learnt*. Here, as in the case of the grammar lesson, this positive character of the result is a first great advantage. Then, in all but the rudest natures, out of the mass of treasures thus gained (and the mere process of gaining which will have afforded a useful discipline for all natures), a second and a more precious fruit will in time grow; they will be insensibly nourished by that which is stored in them, and their taste will be formed by it, as the learning of thousands of lines of Homer and Virgil has insensibly created a good literary taste in so many persons, who would never have got this by studying the rules of taste. Pupil-teachers will then be found to paraphrase well, whom no rules supplied by their teachers will ever teach to paraphrase well at present.

Exercises in paraphrasing; want of taste shown by pupil-teachers in these. Remedy for this.

Although I am, on the whole, by no means dissatisfied with the work done, during the past year, in the schools under my

Temporary relaxation of activity in



school operations.

inspection, yet I cannot say that the year has been a favourable one for them. There have been too many causes of excitement and distraction at work ; school managers and school teachers have naturally had their attention much engaged, at first in speculating as to what changes might follow the report of the Royal Commission, afterwards in discussing these changes when they had been announced. The year therefore has been one of anxious looking to something which was to come, rather than of undistracted prosecution of the work which was in hand.

I have the honor to be, &c.

MATTHEW ARNOLD.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, J. BOWSTEAD, Esq., on the BRITISH and other PROTESTANT SCHOOLS, not connected with the CHURCH OF ENGLAND, inspected by him in the Counties of GLOUCESTER, HEREFORD, MONMOUTH, and WORCESTER, and in SOUTH WALES.*

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MY LORDS,

January 1862.

BETWEEN the 1st of September 1860 and the 31st of August 1861 I visited 126 institutions, containing 181 distinct day schools. Six of these were cases of simple inspection, and 175 were claimants of annual grants. The annual-grant schools were composed of—

Boys' schools	-	-	-	-	-	45
Girls' „	-	-	-	-	-	36
Infants' „	-	-	-	-	-	24
Mixed „	-	-	-	-	-	70

I propose to confine my observations to these 175 schools. The simple-inspection cases which fall under my observation are so few and of so exceptional a character, that they cannot safely be treated as types of a class.

#### ATTENDANCE OF CHILDREN.

The schools have been somewhat fuller during the past year than they were in the year which preceded it, and the increase has taken place chiefly among very young children. The proportion of children under four years of age has risen from 5·91 to 6·26 per cent., and those under 10 now constitute 71 instead of 70 per cent. of the whole. At the same time the number who have been in school less than one year has fallen from 43·97 to 41·37 per cent. This is a symptom of increased steadiness in the attendance, and must be accepted as gratifying so far as it goes. If it should be continued in future years, the necessity of inquiring into its origin may become apparent; but at present any speculation upon the subject would be premature. The whole number of children present at the time of inspection in the 175 annual-grant schools was 22,318, and the average attendance 19,840.

## TEACHERS.

The number of teachers in the annual-grant schools of my district during the past year was as follows :

Certificated teachers	-	-	-	148
Probationary teachers	-	-	-	14
Assistant teachers	-	-	-	17
Pupil-teachers	-	-	-	393
Uncertificated teachers, about	-	-	-	27
Total	-	-	-	<u>599</u>

This gives an average of 3.42 teachers for each school, and one teacher for every 33 children in average attendance. The average salaries of the principal teachers have been as follows :—

	£	s.	d.
Masters, certificated	99	4	3
„ uncertificated	79	15	1
Mistresses, certificated	69	6	2
„ uncertificated	49	4	0
Infants' mistresses, certificated	55	12	0
„ uncertificated	47	11	4

## INSTRUCTION.

The tables in which the character of the instruction given in each inspected school and in the several subjects used to be set forth, have been discontinued, and I have no longer the means of ascertaining exactly the number of schools in which the proficiency of the scholars was reported as satisfactory. But my impression is that there has been at least no falling off in this respect. On the contrary, I believe that steady progress in elementary acquirement is the general characteristic of the schools which I have examined. If there be any one feature which distinguishes annual-grant schools more than all other features, it is the general diffusion of instruction throughout the classes. I have had occasion to watch the progress of many schools from the time when the monitorial system was replaced by a certificated teacher and a staff of apprentices, and the change wrought in them has invariably consisted much more in the development of the faculties of the lower classes than in any marked advance among the children at the top of the school. In all schools of moderate size I am accustomed to examine every class, beginning usually with the lowest and ending with the highest; and I generally find the instruction of the lower classes quite as intelligently provided for and as carefully given as that of the higher.



I state this as generally true, but not universally so; for there is one class of schools in which the education of the junior classes has always appeared to me to be unsatisfactory. I allude to mixed schools under a master and male pupil-teachers. When such schools contain, as they often do, a large number of mere infants, and the training of these infants is left mainly to a boy, their condition may too often be described as pitiable. But with this marked exception the schools in my district, which have been brought fully under the operation of your Lordships' Minutes, may safely be said to provide as adequately for the younger children as for the older ones. It would indeed be strange if persons so intelligent as certificated teachers usually are failed to see the importance of giving the speediest and best instruction to those who are soon to supply the vacancies in their highest classes and fix the popular estimate of their schools.

With regard to the subjects taught, I believe that the teachers in my district continue to devote their most strenuous efforts to reading, writing, and arithmetic, and that those efforts result in a fair amount of success. I could certainly name several schools in which, if the boys of the first class were pitted against an equal number of undergraduates taken at random from Oxford or Cambridge, the average marks obtained by the boys in the three elementary subjects would probably exceed those of their competitors. Their writing would certainly be very superior in legibility and regularity to that of the undergraduates, their reading of an *easy* narrative would be quite as correct and expressive, and their ciphering but little, if at all, inferior. Beyond these three subjects their knowledge would be very limited. It would consist of a few geographical facts extending over the whole of the earth's surface, an outline of English history, a little English grammar, and a few scraps of natural history and miscellaneous information, picked up in reading and collective lessons.

Many gentlemen, who address the public upon the education question, appear to be familiar with elementary schools in which Greek and Roman history, dead languages, astronomy, and the sciences at large are habitually taught; but no such schools have fallen under my observation, nor do I know where to find them. Over-education is certainly not a prevalent evil in my district. I cannot call to mind more than two schools which venture so far as to teach a little Euclid and algebra, and one of these two is the school at Pembroke Dock. It is attended chiefly by the children of persons employed in

the dockyard, and the first ambition of the parents is to get their sons admitted as dockyard apprentices. By the regulations of the Admiralty, these apprenticeships are made the prize of a competitive examination, and no public school could hope to prosper in the place unless it gave its best scholars a fair preparation for such a test. It may possibly be a great error that the test should embrace such subjects as Euclid and algebra, but it is an error for which the authorities of the school can hardly be held responsible.

Again, there may be two or three schools in which a little Latin is taught. But your Lordships have always encouraged the study of Latin by masters, and latterly by pupil-teachers also. Indeed, a recent Minute goes so far as to put Latin on a level with English grammar, and to allow pupil-teachers, who apply themselves to the former subject, to leave the latter untouched. This very naturally leads teachers to suppose that the Latin, which they have learnt as a part of their own training, is intended to be taught in their schools, and the inspector in vain points out the danger which those schools incur, of being made the victims of popular odium, as hot-beds of over-education. I do not wish to obtrude any opinion of my own, as to the propriety of making teachers learn Latin, in order that they may the better instruct their pupils in English reading, writing, and arithmetic; but in the present temper of the public mind, I venture to recommend caution in the display of such an accomplishment.

But it has been said, though I think it is not generally credited, that political economy is taught in our elementary schools; and the charge is evidently regarded as a very grave one by those who make it. I must avow that it is not so entirely devoid of foundation as many excellent people would desire it to be. Our most popular series of reading books (the Irish) contains Archbishop Whately's "Easy Lessons on Money Matters," and independent treatises of similar purport may be met with in many of the schools of my district. These books tell us the qualities of a good workman, the advantages of industry and economy, why people work for wages and pay taxes, why they purchase goods with money and not with other goods, why strikes are mischievous and machinery beneficial, and other things of the same kind. Some of them tell these things in simple and graphic language which boys can understand, and so as not unfrequently to make boys *think* about the subject of the lesson. If it cannot be denied that this is political economy, it may perhaps be contended with effect that it is not communicated in a very malignant form.

If boys are to be taught to read, they must acquire practical skill in the art by reading something ; and I submit that there is a good deal to be said in favour of the views of those who argue that the subjects of their reading lessons should be at once intelligible, interesting, and useful. It may be an old-fashioned notion that, in order to read well, the reader must have some idea of the meaning of his author ; but the notion is not yet altogether exploded. Yet if a boy is to know nothing whatever of geography or history or literature, or any of the sciences or economies, how is it possible that he should appreciate the meaning of any author whose writings are worth perusing ? Such, however, is the task which the public voice at the present moment seems anxious to impose upon the elementary teacher. He is to teach reading, writing, and arithmetic thoroughly well, but he is to teach nothing else ; and it is assumed that the absence of all other information will render the progress in these three branches at once more rapid and more certain.

Heretofore the skilful teacher has displayed the perfection of his art by so intermingling instruction in the dry elements of learning with exercises of a more interesting character, as to keep the attention of his pupils alive throughout the five or six hours of the school-day, and to make their general intelligence keep pace with their progress in technical skill. If all this is to be deemed a delusion, and school-work is to become an unvaried sequence of mechanical drill, it may be possible to maintain the present standard of penmanship and ciphering, but intelligent reading will disappear from elementary schools. The cheerful tone, too, of those institutions will be lost ; the inattention and insubordination, which have almost vanished from our best schools, will become irrepressible, and we shall all be made converts to the strange doctrine that a day's work of three hours is more effective than one of six.

There are only a few schools in my district at which half-timers attend ; but wherever they do so, they are distinguished from the rest by their marked inferiority in every department of school-work. This is inevitable in every well conducted school under existing circumstances, and I should entertain a very poor opinion of the master under whose auspices an opposite result was achieved. But I can conceive a system of instruction so technical, uninteresting, monotonous, and wearisome that no child could give real attention to it for any length of time, and in such a case the half-timers would be very likely to have the best of it. It is hardly conceivable that the elementary schools of this country, which have made such great progress within the last 15 years, and have indi-



rectly given such an impulse to schools of a higher class, will be permitted to fall back into the condition which I have supposed; but the prevailing desire for the limitation of instruction to reading, writing, and arithmetic is calculated to inspire very serious apprehensions.

#### GENERAL RESULTS.

Under this head I propose to mention some facts which appear to bear upon the connexion between education and crime. I do not pretend to be able to throw any new light upon this difficult subject; but certain well known circumstances, connected with one of the counties to which my official duties extend, are so remarkable that I consider them well worthy of being recorded. About 18 years ago the gaol accommodation of Gloucestershire was as follows. There was--

1. A county gaol at Gloucester.
2. A gaol at Northleach.
3. A gaol at Horsley.
4. A house of correction at Lawford's Gate, Bristol.
5. A house of correction at Little Dean.
6. A city gaol at Gloucester.
7. A borough gaol at Tewkesbury.

In 1843, a Commission, appointed by Government to inquire into the management of the Gloucestershire prisons, insisted upon the gaol accommodation being enlarged. It was enlarged accordingly; and the county authorities, looking at the rate of progress up to that time, calculated that a further enlargement would be necessary at the end of a few years. But what has been the actual result? Instead of enlarging the gaols, it has become necessary to shut them up for want of occupants. The process began in 1854, and since that date, one after another, six out of these seven gaols have been absolutely closed. The prisoners, who used to occupy these seven gaols, are all now contained in the county gaol at Gloucester, and even that has not always been full since it became the only available gaol in the county.

This very remarkable result is probably due to the united operation of various causes; and whilst no one would pretend that education ought to claim the whole credit for it, it seems hard to deny that educational operations may have had something to do with it. Gloucestershire has largely availed itself of the aid afforded by your Lordships' Minutes in the erection and maintenance of elementary schools, and it was the earliest

scene of the activity of Mr. Barwick Baker, Miss Carpenter, and their coadjutors in promoting ragged schools and reformatories. The change in the gaols began to be felt just when the Minutes of 1846 commenced to tell upon the country, and it went on with redoubled speed when the beneficent influence of the ragged schools and reformatories was added to that of the elementary schools. If there was no relation of cause and effect, these coincidences of date are at least extraordinary.

The diminution of juvenile crime, indeed, is distinctly traced, by those who understand the subject, to the influence of reformatories; and the argument that educational operations generally must have tended to diminish crime, is much strengthened by the fact that throughout England and Wales juvenile has decreased much more rapidly than adult crime. From 1856 to 1859 inclusive, the total number of adult offenders sentenced to gaols by courts and magistrates throughout England and Wales fell from 99,755 to 98,159, showing a diminution of only  $1\frac{1}{2}$  per cent.; but for boys and girls under 16 years of age there was a steady fall from 13,981 in 1856 to 8,913 in 1859, being a reduction of 36 per cent. (*See Abstracts and Inferences from Official Criminal Returns by T. B. Ll. Baker, Esq.*) Had the diminution of crime arisen *solely* from abundance of employment, cheapness of food, increased vigilance on the part of the police, and other similar causes, it would have shown itself at least as much in the case of adults as in that of juveniles. But since it is juvenile crime alone that is much affected, we must look for a cause that influences the young in a peculiar manner; and where can such a cause be found unless it be in that united action of the elementary school, the ragged school, and the reformatory, which constitutes the educational influence brought to bear upon the class of children from which criminals are recruited?

#### NIGHT SCHOOLS.

Night schools are increasing in number in my district, and I believe them to be both beneficial and important. But there is one great difficulty connected with them. Under existing regulations, many of them cannot be inspected. As a general rule, it is impossible to keep them open during the summer. They are, consequently, in operation from about the 1st of October to the 1st of April, but closed for the remainder of the year; and if the inspection of the day school falls due at any time from April to October, the night school cannot be examined. In this manner it happens that the most important night schools, which ought to fall under my supervision, have not been seen

by me at work for the last two years. Large grants have been made to them, and I have no reason to doubt their efficiency; but the principle, that payment can be claimed only as the result of an inspection, has been departed from.

I have the honor to be, &c.

J. BOWSTEAD.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, J. S. LAURIE, Esq., on the BRITISH and other SCHOOLS, not connected with the CHURCH OF ENGLAND, inspected by him in the Counties of CORNWALL, DEVON, DORSET, HANTS, SOMERSET, SURREY, SUSSEX, and WILTS.

MY LORDS,

January 1862.

MY present district embraces 115 institutions in receipt of annual grants, or 153 schools under separate teachers, of whom 134 are certificated. These schools are classified as follows :—

Schools comprised in the south district.

—					Number.	Scholars present at Examination.
Taught by male teachers :—						
Boys' schools -	-	-	-	-	47	7,000
Mixed schools	-	-	-	-	55	5,275
Taught by female teachers :—						
Girls' schools -	-	-	-	-	33	4,109
Infants' school	-	-	-	-	18	1,973
Total	-	-	-	-	153	18,297

The two last of these four groups having, in my reports for 1859 and 1860 respectively, formed the subject of such special remarks as I had to offer, I beg leave to direct my present observations more particularly to the boys' and mixed schools, which are all taught by male teachers, and which represent two-thirds of the entire number of schools under my inspection.

Present remarks confined to boys' and mixed schools.

A boys' school generally forms one of the departments of an institution, of which a separately managed girls', and sometimes an infants' department, make up the complement. A mixed school either stands alone or in connexion with an infants' department merely. The boys' school is found in towns, the mixed school chiefly in villages. The dissimilarity of conditions resulting from this difference of locality renders it necessary to consider the two classes separately.

Their different conditions.

The town teacher has comparatively few difficulties to contend with. While he can easily obtain an ample number of pupils, his arrangements are not, to a serious extent, ex-

1. Boys' and mixed schools in towns.

posed to disturbance by the irregularity of their attendance ; nor, as a rule, do his pupils leave him at a discouragingly early age. The consequence is that boys' schools and those mixed ones which are located in towns, afford the best examples of what is accomplished in our primary schools. Viewing them as a whole, such is the success of the system pursued in them, that I can confidently report that the average attainments of the pupils who attend them are considerably more solid and practical than those of youths of the same age who belong socially to a higher condition, and upon whose education, to use a current phrase, "no expense is spared." Not only is there in these schools no tendency to sacrifice utility to mere show ; it is a fact (and it is one which promises even more for the future than it guarantees for the present) that the subject in which the teachers take the greatest amount of interest,—the subject which they chiefly discuss among themselves, and as to which they most zealously compare each other's conclusions,—is no other than the inquiry concerning the most efficacious methods of teaching the rudimentary essentials.

But it will scarcely be possible without going into some details, to show at once the considerable range of the instruction afforded in these schools, and the thoroughness with which the various branches are taught. The accompanying time-table (p. 147), which is that of the largest school in my district, but which is a good specimen of an average time-table, will convey a notion of the programme which is attempted, while it will also indicate the care with which the schoolmaster of the present day seeks to lead his pupils *by gradual steps* from the lower to the higher parts of learning.

The following remarks on the degree of excellence attained in the inculcation of the subjects put down in this time-table, apply to the average boys' and mixed *town* schools of my district.

Reading is well taught, except when the reading lessons are injudiciously selected. It is, perhaps, not too much to say that the greatest obstacle which has stood in the way of the satisfactory teaching of this difficult art has been the unfitness of the pieces which the pupils are required to read. Certain it is, that no amount of labour expended on the process of articulation will produce an easy and intelligent delivery until the pupil is made to understand, and induced to take an interest in the subject-matter of the lesson. When this principle is fully grasped by teachers generally, I apprehend that we shall hear no more of the complaints that have been so constantly repeated as to the bad reading in our primary

Estimate of  
particular  
subjects of  
instruction.

Reading.

Organization.	No.	Reading.	Writing.	Arithmetic.	Grammar and Composition.	History.	Geography.	Drawing.	Music.								
UPPER SCHOOL.																	
1st Section.																	
Class 1:—1 pupil-teacher, 1 monitor.	40	Scriptures, Graded Series, 4th and 5th Irish Book, Sullivan's Class Book.	Copy - books, slates, complex themes.	Decimal fractions, vulgar fractions, mensuration, &c.	Morell's, Lennie's, & Cornwell's Grammar, Parker's Composition.	English and general.	Dr. Cornwell's Epitomes, Irish.	Model, mechanical.	Vocal, from notes.								
Class 2:—1 pupil-teacher, 1 monitor.	40	Scriptures, Graded Series, Irish Series.	Copy - books, slates, simple themes.	Fractions, proportion.	Do.	Goldsmith	Dr. Cornwell's	Freehand, maps.	Do.								
2nd Section.																	
Class 1:—1 pupil-teacher, 1 monitor.	35	Scriptures, Daily Lessons.	Memory and dictation, simple copybooks.	Practice in money matters.	Do.	White's	Compendiums	Do.	Vocal, by ear.								
Class 2:—1 pupil-teacher, 1 monitor.	35	Scriptures, 3rd Class Irish Books.	Memory and dictation.	Compound rules	Do.	Ince's	Compendiums	Do.	Do.								
LOWER SCHOOL.																	
3rd Section.																	
Cl. 24 } 1 pupil-teacher, }	51	Scriptures, Irish 4th - - - {	Description from memory and dictation.	Proportion, fraction, compound rules.	Morell's, Lennie's, & Cornwell's Grammar, Parker's Composition, and Murray's Grammar.	{	British Isles	General and useful.	Vocal, by ear.								
" 23 } 1 monitor - }	50																
" 21 } 1 monitor - }																	
4th Section.																	
" 20 } 1 pupil-teacher, }	48	Scripture and Irish 3rd.	Memory and dictation.	Slate and mental.	Irish - - - {	Irish - - -	General - - -	-	Do.								
" 19 } 1 monitor - }	47																
" 18 } 1 pupil-teacher, }	46																
" 17 } 1 monitor - }	46	Do. - - - {	Do.	Compound rules, simple rules, addition of money.	Do. - - - {	-	-	-	-								
" 16 } 1 pupil-teacher, }	48																
" 15 } 1 monitor - }	46																
" 14 } 1 pupil-teacher, }	48	Do. - - - {			Do. - - - {	-	-	-	-								
" 13 } 1 monitor - }	46																
" 12 } 1 pupil-teacher, }																	
" 11 } 1 monitor - }		New Testament, Irish 2nd.	Copybooks and slates.	Value of numbers.	Do. - - -	English	Home	-	Vocal, by ear.								
5th Section.																	
" 10 } 1 pupil-teacher, }	45																
" 9 } 1 monitor - }	47	Easy narratives -	Do. - - -	Do.	-	Do. - - -	Do.	-	Do.								
" 8 } 1 pupil-teacher, }	46																
" 7 } 1 monitor - }	44																
" 6 } 1 pupil-teacher, }	46	Monosyllables -	Slates - - -	-	-	-	-	-	Do.								
" 5 } 1 monitor - }	44																
" 4 } 1 pupil-teacher, }	46																
" 3 } 1 monitor - }		Total - - -															
" 2 } 1 pupil-teacher, }																	
" 1 } 1 monitor - }																	
Total - - -	713																
Mr. JAGO, Master.																	

Mr. JAGO, Master.



schools. I can certify that so far as the technical methods are concerned, by which large classes are at present exercised in reading, little improvement is possible. All that is wanted is the infusion of more life and intelligence into the lesson.

**Writing.** The writing is excellent. Universal preference is shown for a large, round, and distinct hand. This branch is hardly ever ill taught.

**Arithmetic.** Arithmetic is a trying subject to teach really well, and on it I have occasionally had to report considerable deficiency ; but generally speaking sums are worked with remarkable readiness and accuracy. I am glad to be able to state that the delusive mode of teaching arithmetic by attempting merely to impress on the memory a number of rules which are repeated by rote, but the principles of which are not understood, is being rapidly given up in my district. That mechanical system admits, doubtless, when the teacher is energetic and the pupils diligent, of a great display being made within a short time ; but it cannot be expected that the rules should be retained, while the principles upon which they are based are ignored, and while the very fact that they rest upon principles at all, is not even remotely apprehended.

**Writing to dictation.** Writing to dictation is practised in all schools, and is generally well done. As the table given above shows, it is now introduced at a much earlier period than formerly, namely, as soon as a class has begun to write on slates. The exercise is one of little value without a strict attention to the neatness of the writing, and a systematic and careful revision ; and in consequence of the expenditure of time and labour which such revision entails, it has been found convenient, in many instances, to alternate it with a transcribing exercise, which appears a practical arrangement.

**Grammar and composition.** Grammar is indifferently taught. The cause of this lies not only in the inherent difficulty of the subject itself, but in the circumstance that the ideas of teachers on the proper method of dealing with it are in a sort of transition state. Teachers no longer regard grammar as a mere collection of definitions and rules to be learnt by heart ; but it is undeniable that, with a deeper appreciation of the principles of language than they formerly possessed, they still fail, hardly less than formerly, to impart much useful or satisfactory grammatical knowledge. Yet it must not be supposed that there is under this head any reason for despairing of ultimate success. The lessons now everywhere given on the "analysis" of sentences, if they have hitherto but too frequently resulted in rendering "confusion worse confounded," promise gradually to assume a really practical shape. No better proof of this can be desired



than the interest taken both by pupil and teacher in composition, which is now practised in schools as an independent exercise to an extent which, a very few years back, would not have been dreamed of.

In geography and history little more is done than the learning by rote of an assemblage of names and statistics; and when too much of this is not attempted, a somewhat rare case I admit, it is done in a creditable and effective manner. No intelligent schoolmaster can expect to accomplish much in these branches unless he succeeds in bringing the reason, and still more the imagination, into active play. There need not be any great difficulty in doing this, if he will only make a liberal use of pictures, maps, anecdotes, &c., and carefully limit the number of facts which the pupil shall be required to learn. But it is truly lamentable to witness the prodigal manner in which time and labour are wasted every day in a vast number of schools with what are called history and geography lessons. I believe that in this department a sweeping reform is urgently called for. Less than half that mass of facts and dates with which, according to the system now prevailing, pupils are mercilessly crammed, would be more, in my opinion, than could be overtaken in a comfortable and rational way. It appears also worthy of notice that the principle which should guide the selection should be, not so much the importance of points in a comprehensive and philosophic sense, as their adaptability for interesting and impressive treatment, and the possibility of incidentally illustrating them by what the pupil can see for himself, or has experienced, or can readily imagine. I ought not, however, to omit to mention in connexion with the subject of geography, that outline map sketching is extensively practised, and I think the time devoted to it is advantageously spent.

Geography  
and history.

Rapid progress is being made in singing and drawing. While continuing to be employed as a valuable means of relief from the monotony of school routine, these subjects are no longer taught in an off-hand or perfunctory, but in a deliberate and systematic, manner. The results are highly satisfactory.

Singing and  
drawing.

The above sketch presents as fair an estimate as I can briefly give of the general character of the work done in the schools under consideration. I cannot but think that, on the whole, the results are very creditable to the teachers. My conviction is that they would have been unattainable in the absence of the substantial aid which your Lordships have, by means of the pupil-teacher system, afforded. This proposition could not be fully demonstrated without much discussion, which

General  
remarks.

would here be out of place; but the fact that under the present system a new body of schoolmasters, far superior in most respects to their predecessors, have been brought into our elementary institutions, and are now gradually and surely accomplishing a beneficial revolution in them, is, I venture to say, undeniable. There are many points of difference between the teacher of the old and the teacher of the new school, and they are all or nearly all in favour of the latter. The fundamental distinction between them is, that the latter is learning to exercise common sense, where the former blindly trusted to tradition. It is thus allowable to hope that those shortcomings which we have still to complain of, will be remedied by additional experience, and by the application of honest and intelligent criticism.

2 Mixed  
rural  
schools:  
their inferiority and  
the cause.

With regard to the mixed rural schools of my district, I cannot report their condition to be at all a prosperous one. The adverse circumstances which tend to keep these schools in a state of chronic depression are so well known to your Lordships, that it is unnecessary to do more than allude to them. Irregularity of the pupils' attendance, their early removal, the want of anything like sympathy or co-operation at home with what goes on at school;—these are only a few of the drawbacks with which the rural teacher has to contend. But even here, as we have in the schoolmasters an enlightened and zealous body of men to appeal to, there appears good reason to anticipate that the pressure of the evils which at present render these country schools so much inferior to those in towns, in an educational point of view, would be lightened by the adoption of a reform, which will probably meet with approval when the whole state of the case is considered. Why should the rural teacher attempt so much as the town teacher? He has difficulties of a serious description to cope with, from which the other is free; and in painfully trying to rival what can be accomplished with ease by the town teacher, he not only suffers the mortification of a defeat, but he finds himself bound to acknowledge that even up to the less advanced point to which he has been able to bring his pupils, they are seldom thoroughly instructed. The truth is, he has been all the time hurrying the lower and cramming the higher classes; and no wonder if at last he discovers that he has imparted a smattering of many things and a knowledge of none.

Remedy  
suggested.

The case of rural schools is somewhat analogous to that of girls' schools, as described in my last report. The irregular attendance and low age of leaving peculiar to the former may be weighed against the time taken up by sewing, &c., in the



latter. It appears, therefore, that the remedy suggested in the case of girls' schools should be the same in the present case, namely, limitation of the subjects of instruction. The boys' school programme, cited in a previous page, I do not consider excessive for any town school; but it should not be attempted in a rural school. Here the range of subjects ought to be reduced. For example, geography and history might be excluded as *special* branches, and opportunities might be taken to convey *incidentally* such information respecting them as may be considered indispensable. For this the reading lessons offer ample facilities. This suggestion is offered in the belief that the evil to be remedied arises not from the incapacity of teachers, but from the quantity of work they undertake, which is more than, within the prescribed limits, can be done *well*. As it is only by diminishing the number of a multitude of objects in view that closer attention can be fixed on the remainder, the assumption is, that the limitation now recommended will conduce to the development of sound method, the condition of all progress.

I have the honor to be, &c.

J. S. LAURIE.

To the Right Honorable

The Lords of the Committee of Council on Education.

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, W. SCOLTOCK, Esq., M.A., on the BRITISH and other PROTESTANT SCHOOLS, not connected with the CHURCH OF ENGLAND, inspected by him in the Counties of CHESTER, SALOP, STAFFORD, and WARWICK, and in NORTH WALES.

MY LORDS, *delivered at the Board of Education* January 1862.

DURING the autumn of 1860 I assisted my colleague, Dr. Morell, in the inspection of the Wesleyan training college at Westminster. My remarks on the health of the students and other matters were addressed to him, and he embodied the same in his general report. I also inspected and reported to your Lordships upon the normal college at Bangor. Between the 1st September 1860 and 31st August 1861 I visited the following schools in the receipt of annual grants:—30 boys', 22 girls', 24 infant, and 85 mixed schools.

11,127 males and 7,323 females were present at examination, the average attendance amounted to 16,970, while accommodation was provided for 23,333.

The annual income, as stated by managers, of 114 schools was 12,917*l.* 0*s.* 7*d.*, of which 8,139*l.* 14*s.* 5*d.* came from school pence. The fees range from one penny to fourpence per child. Only 4·08 per cent. pay more than fourpence per week.

On comparing former returns with the present ones, I find that there has been a decrease in the teachers' salaries. The average pecuniary emoluments, including Government grants and all professional sources of income, were, for certificated masters, 99*l.* 19*s.* 1*d.*; mistresses, 69*l.* 16*s.* 9*d.*; infant schoolmistresses, 63*l.* 3*s.* 10*d.*

Only 14·18 per cent. of the scholars on the school registers were above 12 years of age, and I am inclined to think that this per-centage is greater than it otherwise would be, on account of many grown-up girls and boys being in the habit of attending Welsh schools during the winter quarter; and I am pretty sure that from 3 to 11 years must be set down as the age of the mass of children who will attend our elementary schools.

To the above schools eight cases of simple inspection must be added; from these, however, either no returns were made, or else the returns were not complete.

Employ-  
ment of  
time, &c.

Number of  
schools, &c.

Finance.

Age of scho-  
lars.

The following schools have applied for Government aid <sup>New</sup> during the year :— schools.

Aberffraw, Parochial.  
Birmingham, Graham Street.  
Cozeley, Darkhouse Chapel.  
Gaerwen, B.S.  
Hanley, Bethesda.  
Hassall Green, Wes.  
Henley in Arden, B.S.

Leamington, B.S.  
Leamington, Spencer Street.  
Llanbrynmair, B.S.  
Llanfachraeth, B.S.  
Pensnett, B.S.  
Walsall, Wes.  
Talsarn, B.S.

Two schools have ceased to receive annual grants—

1. West Bromwich, Ebenezer, boys.
2. Harbourne, Public S.

At Northwich Wesleyan school the infant department has been closed, and the whole school is now conducted as a mixed one, under a master, and a mistress for needlework. The reasons for the change seemed to be that the school buildings were not suitable for two departments ; but after closing one the managers were enabled to improve the premises by the addition of two class rooms. Improve-  
ment of  
school build-  
ings.

Several school-rooms have been improved, and in some localities new schools erected. Thus at Walsall a large Wesleyan school has been built with Government aid ; and at Tipton Great Bridge two departments—one for boys and girls (mixed), another for infants—have been opened during the year in place of the old and incommodious rooms.

F. Wedgwood, Esq., of Etruria, has just completed, at his own cost, most convenient schools for girls and infants ; the premises consist of a large room for infants, and a room and class-room for girls. Very few school buildings in my district have been more judiciously planned ; money has not been wasted upon useless ornaments, and yet all requisites have been secured, for the rooms are well ventilated by Watson's patent ventilators, and well lighted ; they are also warm, dry, and furnished with benches, desks, and galleries.

In some instances I think that the promoters of schools have erected buildings too large for the number of children who are likely to attend. This, I imagine, has been done under the impression that scholars would be drawn from a radius wider than is possible in localities where the population is sparse, and in districts where the weather is at certain seasons very severe. On this point Mr. Jenkins remarks as follows (Report of Education Commission, vol. ii., p. 503):—  
“ I have no hesitation in saying that the erection of school-rooms on a scale needlessly in excess of the average attendance is not only a great oversight on the part of the promoters, but at once an unjustifiable expenditure of public Schools too  
costly.



“money where a grant is made, and a waste of voluntary energies which might be employed for more useful ends.”

In some rural districts a mistress better than a master for mixed schools.

In very many parts of Wales, for example, small schools are the only ones which can be supported, for the farmers are the sole persons (as a rule) who can afford to give voluntary contributions, and the children likely to go to school are few in number, so that the fees would not amount to many pounds in the quarter. I however fully believe that such schools might be established and carried on with great efficiency; and it seems to me that a mistress would in many cases be more suitable than a master for small rural schools, and this for more reasons than one. She would be contented with a smaller salary, and being capable of instructing the girls in needlework the stipend for the sewing mistress would be saved. I have the less hesitation in recommending the above plan, for in my former district a Wesleyan school, at Melsonby, under a mistress, always received from me a good report, and I find that my successor, E. H. Brodie, Esq. (Tabulated Reports for 1859-60), speaks highly of the same school.

Want of cleanliness.

More attention has of late been paid to cleaning and painting. In 1857 I found many schools in Staffordshire dirty and wearing a general look of bad management; however I am glad to say that a change for the better has taken place. I was particularly struck with the improvement at the Burslem and Tunstall Wesleyan schools. There are, however, certain habits of the scholars of no few schools that would be more honoured in the breach than the observance. It is bad enough to see a boy spitting upon his slate and wiping it with his coat sleeve, but much worse to behold a girl, after her slate has been well lubricated with the liquid to which allusion has already been made, cleaning off the wet with her frock, or, still oftener, some under garment.

Pen-wiping also is effected in a most primitive fashion, either by means of the mouth or on the hair.

I do think that such matters (though they may seem to some to be mere trifles) are worthy of reprehension, and should be provided against in schools, as children ought to learn habits of cleanliness as well as (or, as I should say, in preference to) hard terms in grammar and strings of geographical names.

Schools in Wales.

In Wales the progress made in the number of schools established, as well as in the efficiency of those already existing, is very encouraging. One chief reason for the improvement is owing to greater care having been paid to the elementary subjects, and consequently the instruction has become more accurate and more generally useful. The Welsh language,

however, is a great obstacle, particularly in the outlying districts, for though the children during school hours learn English, yet many parents speak only Welsh, and therefore the conversation at home is carried on in a tongue different to that used at school, and so the work of the day is counteracted by the habitual language of the family. However, greater proficiency would be attained if better methods were adopted for teaching infants, the system too often pursued of grouping all the young children in a class-room badly ventilated and overcrowded, is highly objectionable; the poor sufferers remain for a length of time seated row above row attending to the lessons or rather attempts at lessons of a pupil-teacher. More attention seems to have been paid during the past year to teaching the meanings of English words, and I would urge the necessity of still greater care being bestowed on this subject, for it is quite absurd that boys or girls should be able to read fluently a passage in an English book and not understand the meaning of the author.

Want of infant schools.

Among those counties where schools have been multiplied, Anglesea stands conspicuous, and this much wished for result is owing in a great measure to the unwearied and patient labour of the Rev. John Phillips, a man who has done more for education in North Wales (at least as far as British schools are concerned) than any single person. Of the Anglesea schools under my inspection, the British schools at Holyhead are remarkable for discipline, numbers, and instruction. Eleven years ago (as I am informed), when the present master (Mr. David Evans) took charge of the boy's school, it had been in operation for nine or ten months, and was attended by about 140 boys, who paid on an average 15*l.* a quarter. At present there are about 300 boys in average attendance, the receipts from whom, in school pence, has averaged 42*l.* a quarter for the last two years.

Increase of schools in Anglesea.

During the last ten years the average attendance at the girl's school has increased from 70 to 160, and the quarterly receipts in school pence from 7*l.* to 21*l.*

#### NIGHT SCHOOLS.

The night schools under my inspection are few in number, and of these few the majority have only recently been established. One school is worthy of special notice; I mean the night school connected with the Church of the Saviour in Birmingham.

The night school for women was opened in September 1847 in a room in New Hall Street. Thirty-six women were present at the opening; of these, scarcely any could read

Night school for women connected with the Church of

the Saviour  
in Birming-  
ham.

sentences, and not a dozen could form a legible letter; only three (and these proved to be dressmakers) could cut out or fix a single article of their own clothing. In March 1848 the school was removed to a room in Broad Street, which was supplied with desks and benches, all of which were wanting in the former room. The women are now taught in the school-room belonging to the Church of the Saviour, where black-boards, desks, and all other appliances are in abundance.

The following will give a pretty accurate account of the state of the school at my last visit :—

Of 153 pupils admitted into the school between the 3rd of September 1860, and the 4th of March 1861—

14	read and write well.
54	„ „ tolerably.
47	„ „ very imperfectly.
32	read only.
6	neither read nor write.
74	had been at day schools, but left when very young.
29	at Sunday schools only.
5	at private schools.
3	never at school.
8	at day schools over five years.
13	„ „ „ three „
21	„ „ „ two „

One hundred and forty were on the books at my last inspection, of whom 85 could read fluently and write fairly.

Though many of the scholars are working in the factories, yet the order is excellent and the manners good.

#### CHANGE OF TEACHERS.

Young  
teachers  
fond of  
changing  
from school  
to school.

Numerous changes among teachers have taken place in my district, which is much to be lamented, for the best schools are decidedly those in which the teachers have remained for a length of time, as, for instance, in some of the Staffordshire schools, the portion of my district that I have inspected for the longest period, and about which I am able to give a somewhat decided opinion. Among some young teachers there is a restless feeling. When they are sent to a school that is not ready made to their hands, they compare it with the school in which perchance they have been pupil-teachers; whereas they forget that the characters of such schools have been made by the steady perseverance, unwearied efforts, and skill of teachers who have devoted the best years of their lives to their calling, and by so doing have won the respect of all with whom they have to deal.



## PUPIL-TEACHERS.

The custom of apprenticing unpaid teachers is more common in Wales than in England; probably two reasons may be assigned: the one that the demand for labour, generally speaking, is not so great, and consequently wages are lower; the other, that parents are glad to secure an education for their children of a higher grade and for a longer period than could otherwise be obtained, except at the cost of sending them to a school in England, so that the instruction given by the master or mistress is looked upon as an equivalent remuneration for teaching in school; at all events until a vacancy occurs for a paid apprentice.

Honorary  
pupil-teach-  
ers.

A few years back I had occasion to complain about the reading of the pupil-teachers. I am happy to say that a change for the better has taken place, but there is still room for further improvement. The reading may be described as "rough and ready," rather than smooth and intelligent; in many cases the readers do not seem to comprehend the meaning of the passages, and in consequence, the performance wants force and expression. The letter H is too often left out even by those whose proper office it is to correct this time-honoured omission. It seems to me that special lessons in reading should be given to the pupil-teachers in order that they may be more fully qualified to carry out the instruction of others in this most important branch of education.

Reading of  
the pupil-  
teachers.

The next point upon which I have to remark is the want of care displayed in English composition on the subject of school management; for whereas questions on geography are answered well, and many other subjects worked out accurately, the written answers on school management are both imperfect and incorrect, for in writing an abstract of some easy subject and in drawing up notes of lessons, the rules of grammar are not unfrequently lost sight of by many pupil-teachers who have accurately and readily disposed of questions on analysis and parsing of sentences. *I am of opinion that the majority of pupil-teachers would be greatly benefited by the continuance of lessons on writing.*

Lessons  
should be  
given on  
English  
composition  
and writing.

I have to express my thanks to the ladies who kindly assisted me in examining the needlework of the female pupil-teachers in Staffordshire. Great pains and no small amount of time were spent in examining and deciding upon the merits of the various pieces of work in this county, and the ladies in many cases expressed themselves well pleased with the specimens that came before them.

## AGE AT WHICH CHILDREN LEAVE SCHOOL.

Demand for  
labour pre-  
vents long  
attendance.

The value  
of the prize  
scheme  
doubtful.

The demand for labour is so great, at all events in the manufacturing parts of my district, that it is not possible to keep children at school for any length of time; as soon as they can earn a small sum per week they go to work. Attempts have been made by prize schemes to induce parents to allow their sons and daughters to continue at school; what influence these rewards may have had in the schools not under my inspection I am unable to state, but in the schools which I visit it is only the children of the "well-to-do" parents (as a rule) that compete at the general prize scheme examination; and I believe that the majority of such scholars would in any case stay at the schools under Government inspection, as the parents think that such schools afford a sounder and more useful instruction than can be obtained at flashy seminaries or finishing academies.

In the case of those who have to gain their living by manual labour, we must bear in mind the difficulty of learning some trades, as well as the demand for labour. Thus the pottery business is an art that requires time and practice, and can only be acquired by actual manipulation.

Attention  
should be  
paid to the  
lower  
classes.

What is really wanting is to secure attendance while the children are at school, to prevent their being kept at home on the slightest excuse, or for no excuse at all. Moreover great attention must be paid to the children in the lower classes, and teachers should devote some part of each day to the younger scholars, and not leave them to the sole charge of a pupil-teacher, perchance in his first year, or still worse to an unpaid monitor in the shape of a boy from the first class.

The following remarks of the Rev. James Fraser (Report of Education Commission, vol. ii., p. 117) are worthy of attention:—

"The time lost in the lower classes is the great cause of children's education not being advanced when the time comes for their withdrawal from school, and this time in the case of boys must be fixed at furthest at the age of ten. It is possible, nevertheless, under a sound system, adequately applied, to have educated a child fairly well for his position in life by that age."

After a child has left the day school and gone to work, efficient night schools will help to keep up the previous attainments; and if children have any inclination to improve, the means will not be wanting to enable them to attend such places of instruction.

## LENGTH OF SCHOOL TIME.

In no few instances the children come to school at 9 a.m. leave at 12, and they are in school again at 2 p.m., and remain

until 5 o'clock. I believe that the strength of the children is exhausted by application so continuous, and, in many cases, so wearisome; and if one hour at least were cut off from the time actually spent in the school-room, the results would be more satisfactory, for "all work and no play makes Jack a dull boy."

Moreover, in winter the children are cold and lifeless; their fingers are so benumbed that they cannot write; their bodies are frozen, and their minds seem to hibernate, to wake up, perchance, with the coming spring. In summer sleep holds sway, and reigns supreme in spite of the oft-repeated cry of "hands out," or some other desperate appeal. Owing to the tedious school time, home lessons are not so often given as I could wish, or if given, not always carefully examined. While speaking of home lessons, I cannot help saying that learning by heart is "conspicuous by its absence."

Let me not be supposed to advocate the old fashioned method when learning to repeat meant learning by rote, parrot-like, I merely wish to urge the importance of exercising the memory, and also the voice, for correct recitation is no small help to good reading.

At the same time that I say that in many schools home lessons are neglected, I must by no means be thought to include all the schools in my district; in some great attention is paid to this subject (for instance at the Stockport British school), and where such is the case learning keeps pace with the labour bestowed.

#### REGISTERS.

In many schools Martin's registers are used, and in the generality of cases I have reported that the registers are "fairly" kept. By "fairly" I mean that the entries are made in such a manner as to induce me to believe that no deceit has been practised in making them. However, there are certain points connected with the keeping of registers which need more special attention; even in those class registers where columns are ruled for the ages of the children and for the time of attendance since each child was admitted, I often find that such entries are not made; moreover, the days attended by each child during the year are scarcely ever brought forward. In some schools the summaries are not filled up week by week and quarter by quarter, but such statistics are left until the end of the year, and then the teacher has to work night and day to fill in averages which ought to have been calculated and set down months before.



Names are left on the register after a child has ceased for some considerable time to attend school, whereas in the Minutes for 1857-8, page 38, I find the following :—

“As soon as a child has been entirely absent for a fortnight (at the longest) inquiry should be made of the parents whether or not it has been withdrawn, and no name should under any circumstances be kept on a register after an unbroken absence of two months. After a greater interval the child, if it returns to the school, should be re-admitted with a special notice opposite to the eighth column in the admission register.”—(*A book by the way not often to be met with.*)

The almost universal practice is to mark the presence of a child by a dot. That this is the best method seems to me doubtful; for in case a teacher wished to be dishonest (a supposition, let us hope, by no means capable of proof), dots are easily made so as to bring a child up to the number of days required for capitation; whereas, if blanks represented attendance and dots absence, the dots when made in ink could not be erased without leaving a mark visible to those who examined the registers.

#### NUMBER OF GIRLS AS COMPARED WITH BOYS.

In the Wesleyan schools (as far I can judge) the number of girls, as compared with boys, is small. I cannot conceal my regret at the disproportion between the two, and the difference is the more striking when I compare the numbers in other schools under my inspection in places where Wesleyan schools exist. Thus, in West Bromwich, at the Wesleyan school (mixed), I found 219 boys and 101 girls, whereas at West Bromwich Summit Factory schools I examined 141 boys and 140 girls. Again, at Birkenhead Wesleyan mixed school, 82 boys and 54 girls were present at examination, whereas at Birkenhead St. Andrews' Presbyterian school 112 boys and 141 girls were present at the time of inspection. The above fact of statistics, I am glad to say, has not escaped the notice of the Wesleyan Education Committee (Report for 1861, page 28).

#### NEEDLEWORK.

More attention has of late years been paid to needlework, and I find that in the girls' schools where sewing is best the intellectual instruction is also best; thus, at Tean school (belonging to Messrs. Philips), and at West Bromwich Summit Foundry school (belonging to Messrs. Kenrick), the industrial skill and intellectual acquirements are most satisfactory.

As regards mixed schools, I fear that the training in domestic matters is still a weak point; in some cases the sewing mistress is not a very competent person for the office,

and in out of the way places it is by no means easy to meet with any one at all able to teach sewing and cutting out. About industrial training in North Wales, I find the following remarks in the report of the Education Commission (vol. ii., page 502) :—

“The schools in this district generally, almost universally, are superintended by masters, and the only special branch of female instruction given in them is sewing, for which a mistress is generally engaged, who attends the school twice or thrice a week. In the schools of North Wales it (sewing) is badly taught.”

*Granting that these remarks are true, the error ought to be speedily corrected.*

I have the honor to be, &c.

WILLIAM SCOLTOCK.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, C. H. ALDERSON, Esq., M.A., on the BRITISH and other PROTESTANT SCHOOLS, not connected with the CHURCH OF ENGLAND, inspected by him in the Counties of BEDFORD, CAMBRIDGE, DERBY, HUNTINGDON, LEICESTER, LINCOLN, NORFOLK, NORTHAMPTON, NOTTINGHAM, and SUFFOLK.

7, Upper Portland Place,  
21 January 1862.

MY LORDS,

Number of  
schools and  
organization.

DURING the past year I have visited 145 district institutions, or 201 departments in charge of separate teachers; of these the greater number continue to be mixed schools. I am glad, however, to report an increase of infant departments. I made some remarks last year on the impolicy, in the case of a mixed school, of dividing the children according to sex. Another year has only strengthened the conviction I then entertained. I will only add that the best mixed schools in my district are those in which attainments, irrespective of sex, are the basis of classification; as an instance of this, I may mention the very promising Parliamentary school, newly established, at Cley-on-the-Sea, in Norfolk, where the managers have had the sense and courage to insist on the adoption of this rule; the result is a degree of good order and exact discipline such as I have never seen surpassed in a newly opened school, where boys and girls were taught together. Curiously enough, there is in the immediate neighbourhood a mixed school, also newly opened, at Wells; there, when I visited it last April, the contrary practice was adopted; there was a twofold classification, according to sex, running all through the school. The embarrassment to the teacher and the general confusion occasioned by this arrangement was obvious and glaring. I am sure that no one could have visited these two schools in succession without being struck by the contrast. It seems to me that parents show a great mistrust of the teacher's ability to superintend the school properly, when they insist on the girls being taught in groups separate from the boys. His presence ought to be a sufficient guarantee against any rude or improper conduct.

Finance.

The total income throughout the year amounts to 17,600*l.* 17*s.* 7*d.*, while the total annual expenditure has



reached 20,036*l.* 1*s.* 7*d.* This calculation is exclusive of Government grants. Or, in other words, while the average income per scholar in attendance has been 17*s.* 4 $\frac{3}{4}$ *d.*, the average expenditure is 19*s.* 9 $\frac{1}{2}$ *d.* The number of children in average attendance is 20,245. The greater part of the school income is derived from school-pence, the commonest rate of payment ranging between 2*d.* and 4*d.* weekly. The average salary for a certificated master in my district is 101*l.*, for a certificated mistress 71*l.*, for a certificated infant mistress 61*l.* In the case of uncertificated teachers, these sums must, in the first instance, be reduced by considerably more than a third, in the second by nearly half, and the last by rather more than half. The figures given are inclusive of augmentation.

More than 50 per cent. of the children on the registers are under nine years of age. The school influence may be said to be strongest between the ages of six and ten; into those four years is to be crammed the preparation for a lifetime. After ten the attendance at school declines, owing to the interruptions of labour. Between one and two per cent. only remain over fourteen. If the career at school is thus brief, the fluctuations in attendance are marked by the fact that nearly 40 per cent. have been in the school less than a year, and only 6 per cent. four years. Those four years probably are not those during which the most lasting impressions are made, or when the mind of the scholar is fairly awakened to the advantage of knowledge.

There is no marked alteration in the character of the instruction of the elementary schools which I have visited. Improvement in important branches of instruction is very gradual; it depends on so many other conditions besides the main one of having an efficient teacher, that it is impossible to anticipate it with anything like certainty. But I am sure that there is among masters and managers an increased sense of the importance of the three elementary subjects, that the attention recently directed to them is already bearing fruit, and that in comparatively very few instances stress is deliberately laid on the more advanced studies. Sounder notions of what education should comprise are, by degrees, making their way in the country, but their growth is necessarily slow. The main causes of the imperfect grounding of scholars, of their failure to read or sum satisfactorily, remain what they have always been. The first, which is often lost sight of, is the short time allowed a boy for remaining under instruction. It is much more easy in a year to give him a fair knowledge of grammar, than it is to break him in to the drudge work of the three R's; one can be done in a year, the other cannot.

To require the latter is, while the attendance is what it is, to ask an impossibility. The second great cause of the neglect of fundamentals is not the high pressure system imported by the master, but the ambition of parents leading them to undervalue those branches. I have been repeatedly assured by teachers, upon whose statements I entirely rely, that they are exposed to a constant pressure on the side of the parents towards showy but superficial teaching. Considering how materially their position is affected by the favour or dislike of parents, it is not wonderful that they often yield to their suggestions, contrary to their own better judgment. While there is a steady improvement in the general character of the reading in elementary schools, it is still necessary to commend that of the lower classes in them in a special manner to the attention of teachers. The reading of a first class seems to me not only in proportion much better, but to show unmistakeable marks of having been more carefully taught than that of the younger scholars. In all classes there is improvement in one respect, the children read much more audibly and articulately than they did. Writing is, in most cases, good or fair, but the exercise does not always include all the scholars whom it might and should. In arithmetic, proportion, practice, and the compound rules are, as a general rule, worked more accurately than the simple rules. Numeration is now become a regular part of the arithmetical instructions, but the younger children are far from possessing uniformly intelligent notions on the subject. I have observed the spelling of the elementary scholars of my district narrowly during the past year; I find that, on an average, the boys in the first class of a British or Wesleyan school write from dictation a passage of 15 or 16 lines out of their ordinary reading book with about two mistakes apiece; but below the first class the spelling is, I believe, in proportion, far less accurate. The spelling has, in general, been as correct in country and village schools as in town schools. I may mention, in passing, the spelling of three schools in my district as peculiarly good; they are the Derby British (boys), the Lincoln Wesleyan (boys), and the Clay Cross British (girls). Of the remaining branches of instruction the least satisfactory is the grammar. I confess I should be glad to see this study discontinued; as at present taught, it exercises the memory at the cost of loading it with a mass of technical phraseology, but it wholly fails to make a scholar speak and write more correctly. Although not professedly entered upon the time table, it might indirectly receive a sufficient amount of attention from an intelligent master. There are simpler methods by which children may acquire the habit of express-

Spelling.

Grammar.



sing themselves properly in words or writing. The practice, for instance, of making the scholars write the teacher periodical letters on any selected subject, has been in many schools adopted, and is calculated to give a boy a more practical mastery over his own language than any number of lessons on the analysis of sentences.

I have in my district 183 certificated teachers. As a body, they are very diligent and assiduous in the discharge of their duties, but I notice a tendency in not a few, when they have established their reputation and obtained the confidence of parents, to slacken work and rest on their oars. It is when he has conquered the earlier difficulties which beset his path, and when the up-hill work is substantially done, that a teacher shows the stuff he is made of, and the real motives of his conduct. If vanity is the guiding impulse, he remits his efforts as soon as they have brought him the meed of local applause; if he be swayed by a sense of duty, he plods on, adding each year to the proofs of careful training which his scholars exhibit. It is so much the habit for schools to stand still after a certain point of efficiency is reached, that I think one in my district, displaying the precisely contrary aspect, of constant progress and improvement in details of management, the Ipswich British school for boys, entitled to honourable and distinctive mention in this place. I have never visited that school without being struck with this feature, the most satisfactory of any. I shall be only doing justice to the merits of another and a younger teacher, if I cite one other school where remarkable progress has been made during the past year, the Derby British boys' school. The example set by such teachers as those respectively in charge of the schools I name is excellent, and valuable chiefly on this account, that it illustrates the difference between working unreservedly from a sense of duty, and working from lower motives and up to a certain proposed standard of success. The number of pupil-teachers employed in my district amounts to 390. I have occasionally called attention to their shortcomings; I am the more anxious therefore to express here the sense I entertain of their inestimable value to national education. They have been the vehicle of supplying schools with what far transcends mere knowledge in worth, a higher tone of manners and morals. The Minute establishing probationary teachers, has hardly affected my district at all. Only four are employed in it, either as second teachers in large or principal in small rural schools. There is a distinct preference for assistant teachers, eleven of whom are engaged in various quarters, aiding in almost every case their former masters. The reason of this is

Efficiency of teachers.

Ipswich British School.

Derby British Boys' School.

Probationary and assistant teachers.



that a teacher feels that his authority is more sure to be supported, and his ways more thoroughly understood, by a subordinate who has stood to him in the relation of apprentice. I believe there is, moreover, as much reluctance when the certificate examination has been passed, to afford services in a secondary capacity, as there is on the part of head teachers to receive them. A young teacher is naturally ambitious of managing a school on his own principles, and putting into practice all the knowledge he has acquired at college. He prefers, therefore, in most instances, an independent command to a sphere where he is only engaged in carrying out the ideas of another.

The limitation of pupil-teachers to the ratio of four to every certificated teacher has affected the efficiency of some of the large schools in my district. Their arrangements have had to be in most cases recast; and it may be, that when they have settled into their new posture, they will regain all the ground they have lost. Great credit is due to the teachers for the good sense which they have shown under very critical circumstances, and the ability with which they have met the serious difficulty involved in the withdrawal of apprentices. A staff of assistant and pupil-teachers, mixed, is preferred to the employment of two or more certificated teachers with their several groups of apprentices. It is feared, and with some reason, that among the latter rivalries might arise, and a practical independence of the teacher to whom they were not bound.

Every year brings a small accession to the number of schools on my list. The favourite organization adopted is that of a mixed school. This is in most cases established first. Then the number of infants goes on increasing till the necessity arises for forming them into a separate department. It would be very desirable if the managers of schools would recognize this necessity a little sooner. They are apt (in many places because funds are wanting) to leave the master to struggle on as he best can in the impossible task of giving a proper training to boys of thirteen and fourteen in the same room with infants of the tenderest age. After a delay, during which the efficiency of the instruction is much impaired, an effort is usually made, and the school extended by the separation of infants from juveniles. In one instance, and I think in one only, has there been a retrograde movement. The Boston Wesleyan school, hitherto in separate departments, and under separate certificated teachers, is to be conducted no longer upon the same footing, but under one responsible head only. The loss of a certificated teacher to the infants, who

Great  
schools  
affected by  
the Minute  
of 1859.

Organiza-  
tion.

have been well drilled or well taught up to this time, is likely to be serious.

The number of scholars in average attendance has been 20,245. There is accommodation, according to government requirements, for over 34,000. There is ample room, therefore, for a large increase in the attendance at these elementary schools. While there is this excess of school room over scholars, there can be no objection to the admission of children who do not strictly belong to the class who support themselves by manual labour. But if the child of the prosperous tradesman and thriving farmer is admitted, it ought to be on terms of equality only with the children of a humbler class. I make this remark because a complaint has been made to me in the course of the last year, that the children of a higher class were not so easy to manage or so obedient to orders as those of the labouring class properly so called. They presumed upon the higher social standing of their parents to treat the teacher with less respect, and occasionally to set his orders at defiance. This ought not to be for one moment tolerated.

For the first time this year the schools of North Derbyshire, hitherto inspected by my colleagues, have come under my own eye. At Dinting Vale British school, attached to the works of Messrs. Potter, one-third of the scholars attend under the provisions of the Print-works Act. A hundred and fifty hours in six months does not allow of any rapid progress in instruction. But they attend oftener than this minimum would imply, and on the whole, comparing the work of scholars so attending with that of whole-timers, there is not so much difference as might be expected. Their writing was not so good; and their arithmetic was less accurate; their reading was not wanting in clearness of articulation, but careless, as though they overlooked the mechanical difficulties in their over-eagerness to grasp the sense. In spelling, they each made upon an average five mistakes where the whole-timers made three and a half. In general answering some of them did not fall perceptibly behind the more regular attendants. I have very limited opportunity for forming an opinion on the educational results of the half-time system, but I should infer from the examination at Dinting that those whose instruction alternated with mill-work, were not by any means so well grounded, or possessed so much fundamental knowledge, as those who came more often and more regularly. At Milford British school, where a portion of the scholars attend under the Factory Act, it is otherwise. There is far less difference between the schoolwork of half-timers and whole-timers. The knowledge of the former may be more limited in extent; but in quality, it is, so far as it goes, sub-

Schools in  
North  
Derbyshire.

Dinting  
British  
School.

Milford  
British  
School.

stantially as good. But the statutory attendance, it must be remembered, does not coincide, and the conditions under which the two schools exist are very different. The Milford school has been long under a teacher of great experience, and is in suitable and well arranged premises. The latter requisite is at present a desideratum at Dinting, where teacher and scholars are exposed to the utmost distraction from the noise of machinery immediately below the school. There is too at Milford what there may be at Dinting, although unperceived by me, a warm and lively interest on the part of parents and managers in the work of education. When the latter contribute liberally, and the former are fully alive to the advantages of knowledge, and prefer the useful to the showy, sound progress and lasting results may be safely anticipated.

I have the honor to be, &c.

C. H. ALDERSON.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, E. H. BRODIE, Esq., M.A., on the BRITISH and other PROTESTANT SCHOOLS not connected with the CHURCH OF ENGLAND, inspected by him in the Counties of DURHAM, NORTHUMBERLAND, and YORK.

MY LORDS,

January 1862.

At the outset of this report, the third now presented by me, it seems proper to notice the increasing number of schools in my district, which in the past year I have only been able to overtake by the strictest economy of time, and by grouping schools in the same neighbourhood together, without adhering to the fixed month at which each falls due for inspection, a course which only the largeness of my district and the expense both of time and money involved in frequent journeys appear to justify. In some cases my inspection has been hurried and cursory, neither fully satisfactory to myself nor to the school; but I have always sought to ascertain that the essential conditions required by your Lordships before paying the grants were fulfilled, omitting only minor details where time pressed. I subjoin some tables, exhibiting (1) the number of days spent in inspection and in other duties during the past year; (2) the rate of days at which different schools have been inspected; (3) the number of new schools in the district since the date of my appointment; (4) a comparison of the number of schools, departments, and children inspected by me in this and the preceding year.

TABLE I.—OCCUPATION of TIME, 1860–61.

Days spent in inspection, including three spent in inquiring					
	as to schools	-	-	-	177 $\frac{1}{2}$
"	pupil-teacher examination	-	-	-	14 $\frac{1}{2}$
"	revision of pupil-teacher papers	-	-	-	1
"	" certificate and Queen scholar papers	-	-	-	21
"	General Report	-	-	-	14
"	correspondence (the official year beginning and ending with a Saturday)	-	-	-	53
"	vacation	-	-	-	30
Sundays	-	-	-	-	52
Christmas-day and Good Friday	-	-	-	-	2
Total					365

TABLE II.—RATE of DAYS allotted to different Schools, 1860-61.

No. of Schools.	No. of Departments.	Days occupied in Inspection.
15	35	30
10	19	15
108	137	108
43	44	21½
176	235	174½
Add spent in inquiry -		3
Total -		177½

TABLE III.—INCREASE of SCHOOLS on INSPECTION LIST during the Years 1859, 1860, and 1861.

26 Annual grant cases.		
8 Simple inspection cases.		
<hr/>		
34		
Deduct -	-	2 (viz., Alnwick, B.S., Helmsley, Wes., shut up.)
<hr/>		
Net increase -	-	32 Schools.
<hr/>		

TABLE IV.—NUMBER of SCHOOLS, CHILDREN, and DEPARTMENTS inspected—

In 1859-60.

Schools.	Departments.	Children.
165	211	24,120

In 1860-61.

Schools.	Departments.	Children.
176	235	26,974

## GENERAL STATE OF DISTRICT.

The general state of this district is satisfactory, with room for still further improvement. Progress may be reported, manifesting itself in more ways than one. In a few cases, as at Garforth, in Yorkshire, and at Belford, in Northumberland,

new school-rooms have supplanted old ones; in many more instances buildings have been improved by the erection of class-rooms or other enlargements, and by the provision of both more light and better ventilation.

It is a delicate matter to allude to managers and committees, but I hope I do not trespass beyond the inspector's province in asserting the importance of a good mutual understanding between committees on the one hand and their teachers on the other. It is essential that there should be a good start on both sides, by a fair recognition of each other's position. Committees, without undue interference in the management of their school, should contrive to show their interest in its well-being and success; the teacher, without undue subservience, should show that he recognizes his responsibility to the committee.

I need not add that a good secretary generally has a good school to show, and that his presence renders the visit of the inspector far more satisfactory to all parties, because whatever is done by the latter is done openly, and any unconscious mistake may be at once rectified. Amongst the schools which appear to me to owe not a little of their success to the excellence of their local management, as well as the efforts of their teachers, I may mention those at York, at Newcastle, at Darlington, at Berwick, the Wesleyan school at Rotherham, the half-time schools at Greenholme mills and Greetland, and above all the Chemical Company's school at Jarrow, where, thanks to a simple prize scheme originated by the excellent secretary, the attendance of the scholars was unsurpassed for its regularity.

Before quitting this topic, I ought to add that, generally, local committees show more interest in their schools than formerly, or show it less fitfully and less capriciously.

Whether a stimulus has been given to education by the late Commission, and the publication of its valuable report, or, as is more likely, the happy influence of the schools themselves, dotted over the country, so many small centres of civilization, has propagated this feeling, certainly it appears to me that more or less through the district there is a keener desire for, and a clearer appreciation of education. Even in the rural parts of Northumberland, the most backward part of my district, the causes of which were stated in my last report, there is an innkeeper who pays for his son's board and lodging at a village 10 miles off, in order that, away from any evil influence emanating even from one of the best conducted inns, he may have the advantage of a good Presbyterian school under inspection. In the mining districts there are some

Committees  
and mana-  
gers.

Greater ap-  
preciation of  
education.

Instance.

Mining dis-  
tricts.



excellent schools, affording the happiest opportunities of instruction to the rising generation.

Manufacturing districts.  
Half-time schools.

In manufacturing parts of Yorkshire the half-time schools are doing good service, but, valuable as these establishments are for those whose early lot it is to work half the day in the mill, I do not at all agree that these schools, as has been confidently asserted and even paraded as an extraordinary scientific discovery, *absolutely* excel others where the scholars attend all day. The facts, and my district abundantly affords the means of comparison, are the other way entirely, and I even doubt whether, *relatively*, the half-time schools equal the schools where the children attend twice daily. On the other hand it is not inconsistent, nor am I ready to deny that, possibly, in winter the school hours are too long, and may, with no loss to the instruction, be either shortened or lightened by the introduction of other pursuits.

Schools in large towns.

In large towns it is certain that a per-centage of the scholars is derived from a class of parents who ought not, from their wealth, to take advantage of elementary schools; their excuse is that they are not wealthy enough to send their sons to the great public schools; while the so-called middle class schools are shams, hence, that unless they send them to the elementary schools, their sons will be obliged to go without education.

### TEACHING, INSTRUCTION, &c.

I have never forborne to acknowledge the merits of teachers, nor spared to criticise their shortcomings; I am glad in this report to recognize a decided improvement and a general one in the methods of instruction. Though, perhaps, further experience accustoming me more and more to all the obstacles in the teacher's path, has mitigated my standard of criticism, I cannot doubt that there is a real improvement in the way in which subjects are taught, and one which must justly be traced to teachers themselves. Faults which I formerly noticed have wholly disappeared from some schools, and exist in others in a less degree.

Writing.

Writing, a study always as well attended to as any, now seems to me to have little to be desired in most schools; it is both begun somewhat earlier and more carefully overlooked than formerly; hence there is a more visible progress than formerly, and you would not recognize the neat pages at the end of the copy-book as written by the same hand which scrawled the earlier ones. The facility of writing at once clearly and rapidly seems to me still an attainment to be

One point wanting.

acquired. Accustomed to write a laborious copy after a model in a given time, a pupil often, ere he leaves school, has not acquired the quickness of penmanship which the necessities of business, the shop, and the counting-house require. As some help towards acquiring this facility, dictation on paper, formerly practised in very few of the schools under my inspection, has been much recommended by me, to be varied by the composition of some short abstract of a lesson, or an easy *précis* of some familiar subject to be accomplished and neatly written out in a given time.

In arithmetic, knowledge of the earlier rules, besides being carefully instilled, is now as carefully kept up afterwards, and the pupil, while pushed on to rule-of-three and fractions, is not allowed to forget numeration and notation. Formerly I constantly noted the reverse of this. Arithmetic.

Reading, too, has improved, but the improvement is less striking, and certainly less extensive. Reading. It is not difficult to detect the reason. The means of acquiring reading, like those for acquiring writing and arithmetic, are mechanical, but to a less extent; whilst reading demands other agencies also, and is opposed by obstacles to which the other studies are not obnoxious. Children, it seems to me, do not care to read well in the same way or the same degree as they care to write and cipher well. The reward is less patent, the result less obvious, the emulation weaker. They do not listen to each other's voices, as they glance at rival copies, scan each other's slates, or vie one with the other in answering questions in grammar or geography. Reading is performed in a heavier, more listless, more perfunctory manner. Add to what has been stated the dulness of the books, especially for the higher classes (those for infants and children in the first stage being comparatively suitable), abounding in dry scientific extracts, or lessons too short to afford interest, and soon tiresome from repetition. Besides, the language is often, if not ungrammatical, at least strangely hard, with its unfamiliar phrases and polysyllable epithets. And what poetry!—the dregs of America, not the gems of England. Lastly, the homes of the children undo the work of the school. I cannot put this more forcibly than a little Northumbrian girl did to her mistress, one of the most painstaking in my district. When the latter exhorted her to speak out and read more distinctly, and with a purer intonation, after the teacher's example, the child replied in her patois, "Mother don't want me to *nak* and talk fine as ye do." I do not profess to spell the strange word correctly, but its meaning is easy to interpret.

The remedy seems to me to consist in providing better books;



in causing the pupils to learn really good poetry by heart, so that the mind may unconsciously be stored with a vocabulary of choice words, and the taste silently developed; in the establishment, where there is the will to do it, and finances allow, of libraries; in exciting a generous emulation among the pupils, and similar methods. Whatever causes, however, impede the acquisition of reading, whatever means advance it, nothing more surely either advances or impedes it than the teacher's interest in his work, his own standard as to reading, the sensitiveness of his taste, his intonation, emphasis, expression (for in this subject more than any other ought he to be a living model); finally, that without which all other gifts are useless—a spirit willing to undergo the drudgery of daily labour with the determined intention of attaining his end.

Schools  
where read-  
ing is good.

At the Berwick British school, at Howden Wesleyan school, at the South Myton Wesleyan school, Hull, at the two schools in Newcastle, and next after these at the Holmfirth and York schools, the reading is good; and it is so mainly because the teachers, aware of its importance, and sensitive about it, have set up a high standard of excellence, and spare no pains to make their scholars read well.

Other sub-  
jects.

Into other subjects of study commented on in previous reports I need not enter here more than most briefly to say, that of the three branches, grammar, geography, and history, all more or less parts of the time-table, the first seems to me, if well taught, likely to be most useful, because it relates more to principles than facts, is advantageous to reading, and bears more closely on all the affairs of life; while geography and history cannot well, from want of time, and, in the case of history, of good manuals also, be so taught as to be remembered. But at least historical and geographical allusions in a reading lesson should be carefully explained; and perhaps, if at most but one of the three subjects can be taught, the special aptitude of the master, and local circumstances, should decide which ought to be preferred, as in a seaport geography, in a commercial town grammar, might be more useful, while the barbarism of the country would, perhaps, be best confronted by the broad and striking facts of history.

#### GIRLS' SCHOOLS.

Number of  
separate  
girls'  
schools.

I need no excuse for treating these schools distinctly. Would there were more of these separate departments under their gentle and patient teachers. Out of 212 annual grant departments in my district 118 are mixed, 29 for boys solely, 40 for infants, and only the remaining 25 for girls alone.



Without mentioning other obvious advantages, the interests of needlework alone seem to demand this separate organization. In almost all these separate departments the needlework is good, in some excellent. The girls' schools at Darlington, the British school at Berwick-on-Tweed, the Union British school, North Shields, the Leeds Basinghall-street girls' school deserve especial praise.

Suspicion attaches generally to the needlework in mixed schools, the organization for which is not yet established in many on a proper footing, since too often an underpaid mistress is hired not to teach it. In other words, she has so much to do that she does next to nothing. The questions relating to needlework, inserted by your Lordships' directions in the Forms IX. and X., have, however, been productive of good, and specimens of needlework are now more often shown than formerly.

Needlework  
in mixed  
schools often  
inferior.

Why should not girls learn something of household economy, dispensing even with geography and history? If, when they left school, besides the average attainments in sewing, they also knew how to nurse and watch the sick, to roast and boil, to wash and get up linen, to sweep and clean a room, and many other duties, would they not be more useful members of society, and some of them, destined possibly to that rank of life, better servants?

Household  
economy.

Some of these matters might be taught practically; the theory of others might be imparted from such clear, cheap, and easy manuals as those of Miss Brewster (Mrs. Gordon), and Miss Nightingale. Pride, it seems, the fear of being tainted with vulgarity, and the folly of parents—so well alluded to by my colleague Mr. Alderson in his last year's report, when mentioning the closing of Miss Martineau's industrial school at Norwich—forbid this desirable interweaving of domestic subjects with other studies.

#### INFANTS' SCHOOLS.

It remains to say a word of infant schools, of which there are 40 in my district, some excellent, all more or less ably and cleverly conducted.

The object lessons in these schools do not always strike me as very happy. This is one of those things apt, if not very good, to be very bad. The vicious practice, rather than the excellent idea of Pestalozzi, the founder of the system, is not unfrequently pursued, and the children's tender brains are assaulted with hard and long words which cause them to stare and gasp. Yet a lesson on the camel, the elephant, the whale, bread, sugar, coal, iron, and the like need not be other than

Object les-  
sons.

picturesque and animated, while it instructively communicates new facts and multiplies the infant's ideas. Thus may his little mind be insensibly opened and attracted, his attention aroused and enchained, memory exercised, intellectual resources created and enriched. There is a great sheet representing the animal world; in the midst a huge whale reclines; an elephant, a giraffe on either side, and everything fierce or tame, from what is greatest to what is minutest, figures there. But, alas! on asking for it, it has had to be searched for, and has been not seldom found hanging in some dark corner of the room, or hidden behind some faded and worn-out maps. Yet the children welcome it with wonder-waiting eyes. It is to them a new world of undying interest.

Ball-frame.  
Blackboard.

Number is very fairly taught in these schools, and the older children usually appreciate as far as hundreds the correct value of figures. It would be taught with still more success if the ball-frame and blackboard were more commonly conjoined in mutual illustration. If the numbers which are typified by the figure, and the figure which represents the numbers, were shown in juxtaposition, and the actual facts of addition and subtraction visibly discovered, traced, and brought out by a mutual reference from the balls to the board, and *vice versa*, the process would be surer, clearer, and quicker than it now is; for certainly in some cases the children appear to grope their way painfully. These are, however, but slight drawbacks, and I cannot refrain from confessing my sincere admiration for these excellent schools and their worthy superintendents.

I have the honor to be, &c.

E. H. BRODIE.

To the Right Honorable

The Lords of the Committee of Council on Education.

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, SCOTT NASMYTH STOKES, Esq., B.A., on the ROMAN CATHOLIC SCHOOLS inspected by him in the Counties of CHESTER, CUMBERLAND, DERBY, FLINT, LANCASTER, SALOP, and STAFFORD.

MY LORDS,

Liverpool, January 1862.

DURING the twelve months ending upon the 31st of August 1861, it has been a satisfaction to me to be able to visit a larger number of schools and more numerous attended than in any former year. There were referred to me for inspection in,—

			Day Schools.	Night Schools.
1860.				
November	-	-	11	4
December	-	-	5	4
1861.				
January	-	-	12	1
February	-	-	5	1
March	-	-	14	6
April	-	-	12	5
May	-	-	18	—
June	-	-	18	7
July	-	-	20	—
August	-	-	4	—
Totals	-	-	119	28

In two cases visits were found unnecessary. I have inspected and separately reported upon all the rest. Employment of various kinds connected with official duty has, together with vacation, occupied 237 days, leaving no more than 128 days in the year for actual inspection of schools. In that time I have inspected 278 departments of 121 distinct institutions, with an ascertained attendance of 31,436 children. Deducting the Nottingham Catholic schools, specially referred to me in the autumn of 1860, I have now to report on 119 institutions, with 269 departments and 30,850 scholars, as the work afforded by my own district.

Two certified industrial schools in Liverpool, which remained under my inspection until April 1861, were then transferred to the inspector of reformatories; and I am gratified



to know that in both cases the change has been followed by a removal of the institutions into more commodious premises. Further reference to them is unnecessary.

The subjoined table shows the distribution of my work among the several counties of the district, both in day schools and night schools ; and with the results of inspection in 1860-1, I have compared the number of Roman Catholic schools and scholars returned to the late Royal Commission as existing in 1859.

	Inspected in 1860-1.		Reported to Commission in 1859.	
	Departments.	Children.	Departments.	Children.
In Cheshire - - Day schools	13	1,866	13	1,427
" - - Night "	9	1,208	6	1,572
In Cumberland - - Day "	4	469	5	620
" - - Night "	—	—	1	48
In Derbyshire - - Day "	4	371	—	—
" - - Night "	—	—	—	—
In Lancashire - - Day "	167	19,772	200	27,585
" - - Night "	39	4,114	48	4,787
In Salop - - Day "	1	155	3	134
" - - Night "	—	—	—	—
In Stafford - - Day "	25	2,435	42	4,237
" - - Night "	—	—	5	143
In Westmoreland - - Day "	—	—	1	58
" - - Night "	—	—	1	22
In Wales, North - - Day "	7	460	7	502
" - - Night "	—	—	1	48

Thus it will be seen that inspection has not only penetrated into all parts of the district where schools exist, but actually reached nearly the whole of the schools.

I have inspected 15 new cases of schools seeking annual grants. Six of them are held in new buildings; viz., at Warrington (girls and infants), Preston St. Joseph's, Newsham, Smethwick, Hanley, and Wolverhampton, Snow hill. In six cases schools conducted in buildings not new have for the first time asked public assistance; viz., at Blackburn, St. Alban's (girls and infants), Bacup, Park Lane (Wigan), Stalybridge, Flint, and Stafford. Three schools formerly in receipt of grants have again asked for them; viz., at Brownedge, Thurnham, and Wigton.

The schools at Preston St. Austin (girls and infants), Garstang, Lea, and Walsall, have been transferred to new buildings.

Building grants were contributed by Government towards the erection of Warrington, Garstang, Smethwick, and Lea schools ; and in all four cases I am happy to report well of the premises. The plan of Warrington is particularly good, and the fittings suitable and complete.

Preston St. Joseph is also a well planned school, and the buildings at Hanley and Wolverhampton, Snow hill, are handsome and commodious. Newsham is a neat structure, but inefficiently ventilated. The girls' school at Preston St. Austin is very spacious and well furnished, but the infants' room is low and close.

The buildings at Blackburn St. Alban's, Bacup, Park Lane (Wigan), Flint, Stafford, Brownedge, and Thurnham are all more or less temporary ; and it is desirable that they should be replaced by structures more in keeping with the position which popular education has now almost everywhere assumed. At Stalybridge the drainage is defective.

I have found in charge of inspected schools 45 certificated masters and 140 certificated mistresses. Many of the masters are still such as have been trained under the Irish National Board in Dublin. They number 27, while of students from Hammersmith there are but 10. Of the remainder, two were educated in ecclesiastical seminaries, one by the Christian Brothers, two were pupil-teachers, but did not proceed to a training school, and three do not claim to have been trained. Of female teachers the English training colleges have produced a more abundant supply. Teaching in this district there are 57 students from the Liverpool college, and seven from St. Leonard's. Seven others have received only the training of apprenticeship, nine come from Dublin, and nearly all the rest belong to religious communities.

The pupil-teachers have as far as possible been examined collectively, as will be seen below :—

APPRENTICES and CANDIDATES examined, 1860-61.

Time.	Place.	Number examined.		
		Boys.	Girls.	Total.
1860.				
27 October -	Wigan, St. John's - - -	10	20	30
29 " -	Nottingham, St. Mary's - - -	4	9	13
9 November -	Manchester, St. Chad's - - -	16	16	32
23 " -	Manchester, St. Patrick's - - -	4	26	30
18-20 December -	Liverpool College - - -	—	74	74
	Carried forward - - -	34	145	179

Apprentices and Candidates examined—*continued*.

Time.	Place.	Number examined.		
		Boys.	Girls.	Total.
1861.	Brought forward - -	34	145	179
15 February -	Liverpool, St. Francis Xavier's -	30	42	72
16 " -	Liverpool Practising School -	—	67	67
1 April -	Blackburn, St. Anne's -	5	21	26
8 " -	Burnley - -	1	8	9
19 " -	Preston, St. Wilfrid's -	16	41	57
17 May -	St. Helen's, Lowe House -	10	33	43
3 June -	Chorley - -	3	8	11
7 " -	Birkenhead - -	9	9	18
14 " -	Stockport - -	9	12	21
18 July -	Holywell - -	—	7	7
24 " -	Chesterfield - -	2	2	4
10 August -	Wolverhampton - -	3	26	29
19 " -	Longton - -	4	8	12
Examined in their own schools at:—		126	429	555
Oldham, Southport, Lancaster, Garstang, Bacup, Hurst Green, Derby, Douglas, Stafford, Smethwick, Alton, Carlisle, Wigton - - - -		13	33	46
Total - . - -		139	462	601

In number the pupil-teachers have remained stationary; but during the whole year candidates for apprenticeship have been presented as freely as in any former period.

## NUMBER and STANDING of PUPIL-TEACHERS upon 1 September 1861.

	Males.		Females.		Total.
	Remain.	Quit Service.	Remain.	Quit Service.	
Have completed:—					
Fifth Year - -	6	14	4	42	66
Fourth " - -	10	1	36	2	49
Third " - -	13	5	56	2	76
Second " - -	18	1	45	1	65
First " - -	19	1	67	1	88
Newly admitted - -	19	1	70	1	91
	85	23	278	49	435
Assistants - -	7	1	15	1	24
Total - -	92	24	293	50	459



The same re-distributed to show PERIOD of SERVICE.

From 435 pupil-teachers, deduct 72 who have left, and there remain 363 till in service. Of these—

	Males.	Females.	Total.
End their Apprenticeship on 31 December 1861	16	36	52
" " 1862	12	55	67
" " 1863	16	43	59
" " 1864	18	70	88
" " 1865	21	61	82
" " 1866	2	13	15
Total - -	85	278	363

The capitation grant has been earned by 2,974 boys and 7,112 girls and infants. The amount paid exceeds 2,120*l*. I append some particulars which it seems desirable that the public should possess.

CAPITATION GRANTS paid in 1860-61 to Roman Catholic Schools.

CHESHIRE.

	£ s. d.		£ s. d.
Birkenhead, St. Patrick's -	10 5 0	Liscard -	4 10 0
" St. Werburg's -	21 5 0	Macclesfield, Day and Night -	20 14 0
Chester, Boys' -	4 16 0	Stalybridge -	5 4 2
Hyde, Day and Night -	46 16 0	Stockport, Day and Night -	138 8 0

CUMBERLAND.

Carlisle - - -	27 15 0	Workington - - -	10 10 0
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DERBYSHIRE.

Chesterfield - - -	15 0 0	Hassop - - -	5 1 0
Derby, Boys' - - -	17 5 0	Spinkhill - - -	10 6 0

FLINTSHIRE.

Flint - - - - -	0 6 3	St. Asaph - - -	7 11 0
Holywell - - - -	12 10 0	Talacre - - - -	13 4 0
Rhyl - - - - -	5 0 0		

LANCASHIRE.

Accrington, Day and Night	24 11 0	Hurst Green - - -	12 10 0
Alston Lane - - -	5 10 0	Lea - - - - -	7 10 0
Appleton - - - -	7 5 0	Lancaster - - -	25 1 3
Ashton-in-Makerfield -	11 5 0	Litherland - - -	11 18 0
Ashton-under-Lyne, Day and Night	51 15 0	Liverpool, Holy Cross, Day and Night	61 17 0
Barton-on-Irwell - - -	3 0 0	Liverpool, St. Anne's - -	9 0 0
Blackburn, St. Anne's, Day and Night	65 4 0	" St. Anthony's - -	32 14 0
Blackburn, Mr. Sparrow's -	20 0 0	" St. Augustine's - -	18 10 0
Bolton, St. Peter and Paul's -	39 0 0	" St. Francis Xavier's -	44 15 0
Burnley, St. Mary's, Day and Night	32 6 0	" St. Helen's - - -	25 2 0
Burnley, St. Aloysius', Day and Night	19 10 0	" St. Mary's - - -	38 19 0
Chorley - - - - -	32 3 0	" St. Nicholas's, Girls' -	40 0 0
Euxton - - - - -	11 15 0	" St. Oswald's - - -	27 10 0
Fernyhalgh - - - -	5 0 0	" St. Peter's, Girls - -	20 15 0
Fleetwood - - - -	20 0 0	Liverpool, SS. Thomas and William's - -	49 15 0
Gillmoss - - - - -	8 15 0	" St. Thomas', Mount Vernon, Girls' - -	19 5 0
Great Harwood, Day and Night	26 0 0	Lytham - - - -	9 0 0
		Manchester, St. Alphonsus' -	12 10 0

	£	s.	d.		£	s.	d.
Manchester, St. Chad's, Day and				Rainhill	-	7	14 0
Night	-	48	12 0	Salford, Day and Night	-	25	1 0
St. Mary's	-	34	3 0	St. Helen's, Green Bank	-	19	12 0
St. Patrick's, Girls'	-	29	10 0	"    Lowe House	-	43	0 0
St. Wilfrid's, Day and				"    St. Joseph's	-	24	16 0
Night	-	49	15 0	Southport	-	5	15 0
Patricroft	-	6	0 0	South Hill	-	10	6 0
Prescot	-	18	0 0	Sutton, St. Joseph's	-	15	0 0
Preston, St. Austin's, Girls'	-	24	5 0	Thurnham	-	10	9 4
St. Ignatius', Day & Night	-	29	5 0	Towneley	-	13	4 0
St. Wilfrid's, Day and				Warrington	-	22	5 0
Night	-	39	0 0	Wigan, St. John's, Day and Night	-	38	5 0
Talbot, Day and Night	-	61	16 0	"    St. Mary's,       "	-	38	5 0
Walker Street, Day and				"    St. Patrick's       "	-	39	0 0
Night	-	25	0 0				

## SALOP.

Wellington - - - - - £15 16s.

## STAFFORDSHIRE.

Alton, Day and Night	-	19	0 0	Longton	-	19	9 0
Bilston	-	10	10 0	Smethwick	-	1	17 6
Brewood	-	4	0 0	Stafford	-	15	8 0
Cobridge	-	10	5 0	Walsall	-	19	15 0
Creswell	-	2	10 0	Wolverhampton, St. Mary's	-	9	10 0
Great Haywood	-	3	5 0	"    St. Patrick's	-	22	1 0
Hanley	-	3	7 0	"    Snow Hill	-	6	5 0

The assistance gained by night schools under existing Minutes has in some cases been very considerable, and I see no reason why institutions of this class should not everywhere obtain as much aid as the public funds can fairly be expected to contribute towards them. A trained teacher should be placed in charge, or, where that is impossible, at least an assistant who has completed apprenticeship in a good school. Such persons may render useful service as second masters in day schools.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, J. R. MORELL, Esq., on the ROMAN CATHOLIC SCHOOLS inspected by him in GREAT BRITAIN.*

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MY LORDS,

I HAVE the honor to present my general report for the year ending on the 31st of August 1861.

In consequence of the resignation of one of my colleagues, I was removed from the northern to the southern Roman Catholic district in the course of the inspecting year 1860-61. The following statements and observations relate, therefore, partly to schools situated in the northern district, but principally to those included in my present district.

I shall commence with a summary of the employment of my time throughout the year.

The number of separate departments inspected by me was 170, and the children present at inspection amounted to 15,800 (down till the 31st of August, 13,742). 118 days were employed in inspecting elementary, and  $5\frac{1}{2}$  in inspecting normal schools. Fifty-seven days were devoted to correspondence, reporting, or other employments;  $6\frac{1}{2}$  were consumed in holding examinations for certificates, and  $5\frac{1}{2}$  in collective examinations of pupil-teachers; 18 days were employed in the revision of papers of candidates for certificates; and 13 in revising pupil-teachers' papers; 20 entire days were taken up with travelling; 12 with writing my general report; and 49 with vacation, besides  $3\frac{1}{2}$  days occupied in arranging my removal to my district.

I cannot avoid noticing in this place the difficulties attending punctual inspection, especially in certain districts, in consequence of local causes, particularly the conflicts of poverty and industry with the school.

In certain country districts I have known the spring months objected to, because the lambing season empties the school; a little later the hay harvest dissipates the children; then come the holidays and the corn harvest, after which two months are required for the children to recover from their disastrous effects. In many towns (*e.g.*, Glasgow, Leeds, Pontefract, &c.), there are great annual fairs or feasts, which obtain an easy and a complete victory over the school, and distract the juvenile mind for many weeks, whilst throughout my present district the hopping season is viewed by managers and teachers as their great enemy.



I shall proceed to analyse the condition of the schools inspected, beginning with my old district, and passing to the new one.

The schools inspected by me in the autumn of 1860 were situated chiefly in Yorkshire, Durham, and Northumberland.

Adopting the four categories of excellent, good, fair, and moderate, they might be classed as follows :—

—	Yorkshire.	Durham.	Northumberland.
Excellent - {	Barnsley, mixed. St. Joseph's, Hull, girls.	Hartlepool, St. Hilda's.	St. Mary's, Newcas- tle, boys.
Good - {	Canning Street, Hull, boys. St. Patrick's, Leeds, girls and infants.	Sunderland, boys. Durham, boys.	—
Fair - {	St. Mary's, Hull, mixed. Richmond, boys. St. Patrick's, Brad- ford, girls.	Darlington, mixed.	North Shields, boys and girls.
Moderate - {	St. Patrick's, Brad- ford, boys.	Durham, girls. Sunderland, girls.	Alnwick, mixed. Berwick, mixed.

It may be generally remarked, in connexion with these northern schools, that with a few exceptions, resulting chiefly from local difficulties, they have progressed, however slowly, during the last three or four years. Several, indeed, have come into existence during that interval, and others have been enlarged and improved, either by bisecting mixed schools into two departments by opening new and commodious buildings, or by the appointment of improved certificated teachers.

These remarks apply especially to Canning Street, Hull, to St. Mary's, Leeds, to North Shields, to Wakefield, and Bradford St. Patrick's. In certain places, such as Bradford, much has been done, but there still remains considerable room for improvement, in consequence of the want of resources, and the general poverty of the population.

On a general survey I should not hesitate to say that there has been slow but steady progress in education in my late district, down to the time when I left it.

In passing to my new district I find it expedient to use considerable caution in pronouncing decided judgment on its condition. Many things require consideration in forming a

just estimate of the wants and situation of the population, and it is only after some experience and much inquiry that a correct view of its scholastic advantages or deficiencies can be obtained.

There are, however, certain symptoms of prosperity or languor that cannot escape even an incipient survey, and which must be held to stamp a school as good or bad, independently of local circumstances.

Nothing is more evident in my new district than the superiority of the girls' and mixed schools over the boys' schools, *in most cases*, for there are notable exceptions. Nor is this all; for the paucity of the boys' schools is a striking feature of my new district, and presents a problem somewhat difficult of solution.

Taking a general survey of the schools in the southern district, and testing them by the evidence of discipline and solid instruction in elementary matters, I arrive at the following results.

#### DISCIPLINE.

Several of our girls', infants', and mixed schools are equal, and one or two are superior in discipline, to anything that I know. I might instance Blandford Square, the Oratory, Brompton, and St. Nicholas, Bristol, in this respect. Clapham St. Mary's, and Newport boys' schools, are equally happy in this particular.

*Instruction.*—In the matter of instruction, beginning (1.) with reading, I have found it remarkably good in several schools, but indifferent in most. At St. Nicholas, Bristol, (in both departments), at Plymouth, Cardiff, Clapham, St. George's, Southwark, and in several other cases, it was extremely good.

Among the boys' schools, Clapham and Newport have shone the most in this branch.

2. As regards writing, it is also frequently very good, but generally rather inferior, and I have strongly urged that more time be given to dictation.

3. Arithmetic is very various. In the girls' schools it is not unfrequently inferior to what might be expected, and in some cases it is sacrificed to a showy display in grammar, geography, or history. The female pupil-teachers have been frequently weak in this branch. Nevertheless some of the girls' schools that I have visited, including Charles Street, Drury Lane, are superior in arithmetic to any thing I have seen before.

4. No subject has received more careful cultivation than grammar, with undoubtedly very remarkable and valuable results. At the same time, as the junior classes are quite unable to enter into so abstruse a subject, there is a risk of too much time and attention being given to the senior class to the injury of the others, if an excessive stress be laid on this subject. And in the first class there is some danger of arithmetic, geography, and other useful matters being overlooked or neglected in such cases.

5. In some schools needlework and domestic economy are taught with care and success; but this is not universally the case, and I have done what I could to push these useful branches of primary instruction.

With regard to the teachers themselves, nothing can be more evident than the *general* superiority of trained teachers over others, and many of our secular female teachers are proving themselves as competent in all respects as the members of religious orders, to whom, however, they are indebted for their valuable training.

#### SUGGESTIONS.

In offering any suggestions for improving certain points connected with schools in my present district, I shall avoid the expression of strong criticism till I am better acquainted with the cases with which I have to deal.

Grouping my observations under the heads of reading, writing, arithmetic, and needlework, I proceed to remark:—

1. That the reading would often improve if teachers and pupil-teachers took more pains to explain the meaning of the lesson, and of the more difficult words.

2. The spelling of the children would be less generally defective if twice the usual time were in most cases devoted to dictation, the only radical cure for this defect.

3. It is obvious, from the success of some of our girls' schools in arithmetic (mental and slate), that if the teachers generally bestowed more care on this branch, the girls' schools would be better grounded and more advanced in this subject.

4. In regard to needlework, I am happy to find that in most cases the showy is giving way to the useful; but I still meet with many schools in which too little stress is laid on this matter by the teacher.

Some schools in my district, especially two or three excellent schools in Southwark, have brought forward domestic economy as a prominent subject of instruction for first and second classes with favourable results. The children have been taught



to prepare a plain dinner without wasting half the material, and to regard a fashionable style of dress as inappropriate for cooks and housemaids. I have strongly advocated the extension of this branch of instruction, as it appears equally important for our poor to know how to avoid fevers, and to prevent or mend the rags of fathers, husbands, and sons, as to obtain the deepest insight into logical analysis and dynastic affinities.

I cannot avoid alluding once again to the weakness of our female pupil-teachers in arithmetic. In collective examinations I commonly find much time and attention devoted to beautiful, decorative, Gothic, and other writing in many coloured ink, and to maps, that might appear to advantage as choice specimens of coloured engravings; while proportion, interest, and book-keeping are treated as subordinate matters, and receive secondary attention. Accordingly, in more than half the cases the working and the answers are wrong.

If it be found that there is not time to bring the apprentices well forward in figures, while they attain to such perfection in decorative art, I should suggest that it would be expedient in future to aspire to less showy but more solid results.

Lastly, in several schools geography has been dropped entirely as a subject of instruction, even almost in the case of pupil-teachers; while grammar is pushed nearly to fabulous lengths. This is a mistake, especially as candidates for Queen's scholarships are expected to write a fair geography paper. The intelligence must also be crippled if, while mastering the mysteries of syntax, a pupil is left in almost total ignorance of the first elementary principles and notions of topography.

I have the honor to be, &c.

J. R. MORELL.

*To the Right Honorable  
The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, HENRY J. LYNCH, Esq., on the ROMAN CATHOLIC SCHOOLS inspected by him in SCOTLAND, and in the Counties of DURHAM, NORTHUMBERLAND, WARWICK, and YORK.*

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MY LORDS,

Edinburgh, January 1862.

IN presenting my general report upon the schools in my district since my appointment in December 1860, I shall not venture upon much more than a record of the statistical facts which the particular reports upon each school have already placed in your Lordships' hands. I confine myself within narrow limits, as I naturally feel that views formed upon observations made during a first year's experience must necessarily be crude, and suggestions founded upon them of little value.

My duties within the above period, besides the inspection of 154 departments under separate teachers, forming 75 distinct institutions, and attended at the time of my visits by 15,943 children, included the examination of 287 pupil-teachers and candidates for apprenticeship, and the superintendence of the annual examination at the Roman Catholic Training College at St. Leonard's-on-Sea. I also visited the Roman Catholic Training College at Liverpool in company with Mr. Stokes during his inspection of that institution last July.

As my district comprises the whole of Scotland, Northumberland, Durham, Yorkshire, and several schools in the county of Warwick, and as I was also obliged to visit St. Leonard's-on-Sea and Liverpool, travelling necessarily occupied no inconsiderable portion of my time, and the distance gone over was not less than 4,294 miles.

Of the schools which have come under my inspection, 33 were boys' schools, 34 girls' schools, 13 mixed schools under a master, 22 mixed schools under a mistress, 25 were infant schools, 14 night schools for boys, and 17 night schools for females.

Sixty-one of these departments were in Scotland, and upon the days of my visits were attended by 8,168 children; 17 in Northumberland, attended by 1,822 children; 12 in Durham, attended by 1,380 children; 47 in Yorkshire, attended by 4,768 children; and 20 in the county of Warwick, attended by 1,805 children.

Number and  
condition of  
schools.

The largest number attending the schools of any one institution was at St. Vincent's, Sheffield, where I inspected 788 children. The schools of St. Andrew's and St. Mary's, Newcastle-upon-Tyne, of St. Andrew's, Glasgow, and St. Mary's, Sheffield, were the nearest approach to St. Vincent's in point of numbers.

Of 27 schools I have been able in my reports to your Lordships to speak in terms of unqualified praise; 101 schools were making fair progress, and the condition of 16 schools was decidedly inferior. Amongst the first class were St. Andrew's boys' school, Edinburgh; St. Mary's infant school, Edinburgh; St. Francis' school, Falkirk; St. Mary's, Stirling; both the girls' and infants' departments of St. John's, Perth; St. Mary's schools, Dundee; the boys' departments of St. John's, St. Mary's, and St. Andrew's, Glasgow; all the departments of St. Mary's, Newcastle-upon-Tyne; the boys' department of St. Andrew's, Newcastle; and the schools of Hartlepool and Houghton-le-Spring. With these I may rank the boys' department of St. Chad's, Birmingham; the girls' and infants' departments of St. Mary's, Handsworth; all the departments of St. Mary's, Sheffield; the boys' and infants' departments of St. Vincent's, Sheffield; the boys' department at Barnsley; the school at Broughton; the boys' department of St. Mary's, York; and the schools in Prynne Street, Hull. I do not place these in any way in order of merit, but very much as I reached them on my tour of inspection.

Many of the schools which I do not single out for special commendation were making very respectable progress; and even amongst those which I would place in the lowest class, I observed a general willingness to adopt any suggestions for their improvement, and every anxiety to remove those obstacles which seemed to retard it. If there be any exceptions to this remark, they are furnished by the girls' schools in Glasgow, where I regret that, notwithstanding the observations which two of my predecessors in charge of this district found it necessary to make in their published reports, the hours of attendance continue unreasonably short, to the manifest prejudice both of the children and the pupil-teachers engaged in the schools.

In Glasgow especially, where children are taken from school to the factories when mere infants, care should be taken to afford them, while they can remain at school, at least average advantages; and in the case of pupil-teachers it becomes a question of positive justice that they should not be deprived of those opportunities of learning their profession which are contemplated in your Lordships' regulations, and this cannot



be if school hours are curtailed within a limit which I have seen nowhere else within my district, and which, as far as I can learn, does not exist in the districts of any of my colleagues.

Night  
schools.

The number and condition of the night schools are a very encouraging feature in the progress of education in my district. In the great centres of manufacturing industry, such as Glasgow, Dundee, Newcastle-upon-Tyne, Sheffield, and Birmingham, it would be impossible to exaggerate the beneficial effects of their working. This is especially so in the female night schools, in which the attendance is much larger than in the boys' schools. With one or two exceptions, the female night schools which I have inspected enjoy the advantage of being under the superintendence of ladies who have devoted themselves to a religious life, whose influence is visible in the manners and general demeanour of the girls attending the schools. There is amongst them an air of modesty not always observable in those exposed to the deteriorating influences of factory life; and I have the testimony of those who have opportunities of knowing it, that the moral effects of these schools are visible to all in the generally pure and virtuous life of those who frequent them.

Of the 31 night schools visited by me, 17 were girls' schools and 14 boys' schools. The attendance at the boys' schools at the time of my visits was 679, and at the girls' schools 1,368.

The night schools for females are situated at St. John's, St. Andrew's, St. Mary's, St. Joseph's, St. Mungo's, and St. Patrick's, Glasgow; at Airdrie; Barrhead; Nitshill; St. John's, Perth; St. Mary's, Dundee; St. Andrew's, Newcastle-upon-Tyne; St. Chad's, Birmingham; St. Vincent's, Sheffield; St. Anne's, Leeds; St. Mary's and St. Patrick's, Bradford. All these, with the exception of St. John's, Perth; St. Patrick's, St. John's, and St. Mungo's, Glasgow; and St. Anne's, Leeds, have boys' night schools attached to them; and, in addition to these, I visited very successful boys' night schools connected with St. Mary's, Newcastle-upon-Tyne, and St. Mary's, Leeds.

Although the attendance at the evening classes is chiefly composed of persons working in the factories, who have never had any instruction except that received at the night schools, there were a considerable number amongst them, who, before they worked in the factories, had been scholars in the day schools, and who now eagerly avail themselves of the opportunities afforded of keeping up and improving the knowledge there acquired.

Teachers.

The number of certificated teachers in this district continues steadily to increase. There are now 37 certificated masters.

and 60 certificated mistresses engaged in the schools under my inspection, and I have reason to anticipate a considerable addition to their number during the present year. Of those now in charge of the schools, I can report, generally, in most favourable terms. Whilst there are many amongst them who display very superior ability and natural aptitude for teaching, improved by careful training, and whilst others, possessed of more moderate qualifications, are discharging their duty faithfully, I am happy to say that there were not more than three instances where there was evidence of want of zeal and energy, and not more than one teacher whose personal conduct rendered him an unsuitable guide for youth. In these cases immediate steps were taken by the managers to procure fitting substitutes.

The fault amongst teachers, to which so much attention has been drawn, of devoting themselves to the senior class and leaving the younger ones, in a great measure, to the care of inexperienced pupil-teachers, has in many instances attracted my notice, and where I found the most marked evidence of it was in the case of probably the most accomplished and otherwise one of the most efficient teachers with whom I have come in contact.

There are nine assistant teachers engaged in the schools of this district, and of these one is a probationer of one year's training at Hammersmith, now employed in the large and flourishing boys' school, St. Charles', Hull. Assistant teachers.

The following Table will show the number of pupil-teachers and candidates for apprenticeship examined by me during the year, and the times and places at which the examinations were held:— Pupil-teachers.

APPRENTICES AND CANDIDATES EXAMINED, 1861.

Time,	Place.	Number.
1861.		
February 23	Edinburgh, St. Mary's - - - - -	24
" 18	Stirling - - - - -	6
" 19	Galashiels - - - - -	1
" 21	Falkirk - - - - -	5
March 23	Glasgow, St. John's - - - - -	42
April 16	Perth, St. John's - - - - -	6
" 18	Dundee, St. Mary's - - - - -	4
" 20	Aberdeen, St. Peter's - - - - -	2
May 8	Dumfries, St. Andrew's - - - - -	5
" 22	Hartlepool - - - - -	5
June 1	Newcastle-upon-Tyne, St. Andrew's - - - - -	56
" 19	Berwick-on-Tweed - - - - -	2
" 21	Darlington - - - - -	5

Time.		Place.	Number.
1861.			
July	13	Birmingham, St. Chad's - - - -	32
August	3	Sheffield, St. Mary's - - - -	32
„	24	Bradford, St. Patrick's - - - -	28
September	3	Skipton - - - -	1
„	9	Clifford - - - -	1
„	13	York - - - -	12
„	14	Hull, St. Charles' - - - -	18
Total - -			287

The distance of several of the above schools from convenient centres for collective examinations obliged me to examine the pupil-teachers and candidates at their own schools.

From not having seen the written exercises of the pupil-teachers in the previous year, I have not had an opportunity of forming an opinion of their progress as shown by those written for me, still I am able to say that I have had sufficient evidence, both by their examinations and their conduct in the schools, that they are generally preparing for their future profession with very creditable zeal. In one instance alone has an apprentice been removed for misconduct; in one other case for serious defects of temper; and it has only once been found necessary to withhold a pupil-teacher's stipend in consequence of inattention to duties, and an unsatisfactory examination.

#### Books.

In by far the largest number of the schools I have found in use the books published by the National Board of Education in Ireland; in a few schools the Christian Brothers' series is used; but in the schools where recent supplies of books have been obtained there seemed to be a general disposition to substitute for these the "Catholic Series," published by Messrs. Burns and Lambert. The cheap educational books published by the Catholic Bookselling Company are also to be found in some schools.

#### Buildings.

The condition of the school buildings throughout my district is, with few exceptions, very satisfactory. Excellent new buildings have been erected at St. John's, Perth, and St. John's, Birmingham, aided by your Lordships' grants; and very suitable schools have been built at Chapeltown, Glenlivat, exclusively from other resources.

#### New schools.

While the future conditions of your Lordships' grants in aid of local exertions are matters of doubt and discussion, as they have been during the past year, many managers hesitate



in placing their schools under inspection ; I have, nevertheless, visited during the year 10 departments not hitherto receiving assistance from those grants.

I have the honor to be, &c.

HENRY J. LYNCH.

*To the Right Honorable  
The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, E. WOODFORD, Esq., LL.D., on the SCHOOLS connected with the CHURCH OF SCOTLAND, and on other SCHOOLS, inspected in the MIDLAND DIVISION of SCOTLAND, and in the WESTERN ISLES.

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MY LORDS,

Edinburgh, 21 January 1861.

Work done.

DURING the year which ended on the 31st of August, I inspected 150 schools, embracing 229 departments under separate teachers, and my journeys in the discharge of duty amounted to 4,262 miles. The children present on the day of visit were 16,952. There were 196 pupil-teachers and 95 candidates, whose appearance in conducting a class, and in other exercises, written and oral, was reported individually.

The written examination of 280 of these was held at one or other of nine central points, and occupied as many days. The remaining 11 were examined on the morning or evening of the day of visit to their schools, except one or two, who had to write their papers during the inspection. The other pupil-teachers and candidates in the district, 322, were examined and reported upon by Mr. Black, who inspected 181 schools, embracing 256 departments, and having present at examination 15,694 children, making the total number of schools inspected in the district 331, in 485 departments, of children present 32,646, and of pupil-teachers and candidates 613.

My work during the year included also a general report on that of the preceding year; a special report on the training college; the examination of students in training, and teachers who came up for certificate of merit, and of candidates for Queen's scholarship, which, including the time required to hear them read and teach, extended over 18 days; and the revision of 558 of the papers worked at these and the other examinations held simultaneously in Scotland and England.

Mode of proceeding.

As the remarks upon inspection in the report of the Education Commission (pages 238-242) have reference only to England, I may as one of the inspectors for Scotland, state the course which I have almost uniformly pursued. I continue to enter the numbers in each class at each branch in the table, which is still retained in Form X., though the totals only are now required at the office, an entry which is usually made in about 5 minutes, or in large schools 8 or 10, and which I find to be amply repaid by the clearness of view of the working in detail of the school which it enables me to acquire and to retain. I then hear individually the youngest children in letters and

syllables, and ascertain how the teacher proceeds in this very important and delicate branch of his art. In classes of easy narrative, if large, and if the school be otherwise large, I hear each alternate child read, and the other spell, after which a few questions are put on the subject of the lesson, if the class has been previously so exercised. When other subjects come to form an ordinary part of the business of a class, such as the meaning of words, parsing, and etymology, the class is made to tell off 1, 2, 3; 1, 2, 3; or 1, 2, 3, 4; 1, 2, 3, 4; as the case may be, from top to bottom. All the *ones*, (*twos* or *threes*) may read, the *twos* spell, and the *threes* parse, &c., or an exercise in dictation may leave the place of oral spelling to be otherwise supplied. The circulate number is not increased indefinitely with the addition of subjects, as that would reduce too much the number to read, but when necessary each (or as many as may be required) are examined in two or more subjects. Thus every one in a class is heard in at least one subject, and the judgment or faithfulness as well as the ability of the teacher is severely, but not unfairly, tested in the degree of falling off towards the middle and lower portion of the class, which is thus more palpable, and which is often very different in schools, which might otherwise appear to be of nearly equal efficiency. In such subjects as Scripture knowledge, history, or physical science, a question is addressed to the class collectively; one is called upon to answer and another to say whether the answer given is correct, as was described, and for the reasons given, in my report of last year.

In arithmetic I prescribe to each section an exercise within the range of its progress, as given in the table, and observe what proportion of the class are right, and whether the errors be in the method or the ciphering. But as a test of the successful use of explanatory methods, I look to reduction, proportion, and fractions, and the answer to my question, "why," at any step of the process.

In writing the children are required to stand round with their ordinary copy books in their hands, open at a given page, to point out what they think the best line, and to be ready to show what they would correct in it, and *why*. Along with the appearance of the page (for the writer), this additional requirement, when there is sufficient time to follow it out, shows at once whether they have been taught to observe in detail, or simply to write the allotted number of lines with a decent degree of general care. In geography it is so easy to test a knowledge of the topography, that no class need occupy more than a few minutes on any map, unless its course includes such additional subjects, as climate, productions,



population, manufactures, and facts in history, and biography. The time which I usually spend in a school of from 60 to 120 is four or five hours, of which not more than one fourth is reserved for all the subjects of the advanced class, unless it be a large one or profess mathematics in addition to a large field in arithmetic. I always refuse to hear classes in Latin or French, &c., till all the subjects essential in an elementary school have been sufficiently disposed of. Such additions have often extended my time to seven hours or more, each division of the school having had a sufficient interval out, and the youngest having been sent home. When I take two schools in a day I rarely give less than three hours to each. Upon occasion (as to secure my passage by a public conveyance going only twice or three times a week), I have examined a school for the payment of an annual grant in even less than an hour and a half; and to enable myself to report with sufficient confidence on the school as a whole, I have heard a class reading before me, while on one side a second section was working prescribed sums in arithmetic, and on the other a third was exercised on a map by the master or pupil-teacher. The effort, however, to pay the needful attention to the several subjects at once is more exhausting than much longer occupation with only one thing at a time. It is not unusual in a large school to hear two or three classes going on at once under the master and pupil-teachers, but it is generally arranged that only one shall be reading, while the others are undergoing examination in parsing, in the scope of the lesson, or in catechism, &c. I have reason to know that Mr. Black's usual mode of conducting the examination of a school is substantially the same as mine, and he lately informed me that whatever might under pressure of time be omitted, it was not one of the junior classes; and I do not think that any of my colleagues in Scotland would rest their judgment as to the general efficiency of a school on the appearance of the highest class chiefly.

Progress of  
inspection.

To the annual grant cases on my list 24 have been added since last year's report, which will leave proportionally less time for inspection in the building grant, or invitation class of cases, while the latter class is likely to be considerably augmented by the operation of the recent Parochial and Burgh School Act.

#### MANAGEMENT.

Manage-  
ment.

The minister and heritors may be expected to be more active and efficient as managers of the parish schools in consequence of the increased power conferred, and the obligation

imposed upon them, by the recent act, while the increased salary, and improved residence of the master, will strengthen the claim for efficiency on his part. The parish schools, however, have from various causes constituted but a small and slowly increasing portion of those under inspection. Of the General Assembly and Christian Society's schools there is not any local management properly so called. The appointments are made, and the salaries paid, by boards in Edinburgh. They are examined annually by the presbytery of the bounds, and the minister of the parish takes more or less interest in their success, and signs the Form IX., as filled up; and sometimes, I believe, as *to be* filled up by the master, with little question, unless there be some special cause of distrust or personal difference. In these, and in some other classes of schools which I visit, it will, I fear, in most cases be very difficult, if not impossible, to find a body of local managers willing to undertake the trouble and pecuniary risk on behalf of pupil-teachers, which the Revised Code requires, and this impossibility is most likely to exist in those localities where aid is most needful, if not essential to the efficiency of the school.

#### FINANCE.

The only particular that I have to add to what I have stated in former reports regarding financial matters generally is that the recent withdrawal of the Gaelic grant, unless there be a corresponding additional voluntary contribution, will affect chiefly, if not exclusively, the schools in those localities where the general poverty renders any aid most needful. This grant has been taken where there was an option, in preference to two steps of rise in the value of the certificate, expressly because the latter, though more honourable, would yield no substantial advantage without a change of school, owing to the want of a corresponding voluntary contribution. And it was given in one case where, owing to the honesty of the master in persisting to report in Form IX., the amount of school fees which he actually realised instead of adopting the practice described in my report for 1859, his salary was below what would entitle him to the ordinary grant, which was due to his certificate, and which he accordingly forfeited. I would respectfully but most earnestly recommend the reconsideration of this matter. The total amount of the Gaelic grant is comparatively very small, and it may most legitimately be restricted to localities in which Gaelic is certified to be, *bonâ fide*, the ordinary spoken language of the children out of school, and where it may be safely assumed that the

Finance.  
Gaelic  
grant.

income from school fees is at least 5*l.* less than where English is spoken. If the grant were for *teaching* Gaelic, it might be viewed as directly objectionable on another ground ; but the express object of it is to secure the qualification necessary to teach English most effectually to Gaelic speaking children, an object which may well be regarded as cheaply purchased by the annual expenditure of 5*l.* of the public money, to each of the constantly diminishing number of cases, to which under the proposed restriction it would continue to be payable.

#### PREMISES.

Premises.

In 115 of the 150 cases which I have reported, the premises were generally good, very good, or excellent ; in 27, fair or very fair ; and in eight, moderate or very moderate. In two of the last-mentioned class new buildings were to be commenced forthwith ; and in the others the managers were quite alive to the defects. In cases in which they are otherwise very fair or good, the prevailing ground of objection continues to be the want of suitable and well kept offices. In the construction of

Offices.

them what appears to me to be the principal and most uniform fault is the want of light, which of itself would contribute greatly to the maintenance of cleanliness ; and this defect, with the frequently damp appearance of the floor, and rough or ill constructed seating, soon leads to first offences, which, for want of cleaning, are unavoidably followed by others, till, so long as the place can be entered, it is only to add to a nuisance which it is revolting to have to look at. There is no reason to doubt that improved accommodation, due admonition, prompt inquiry after offenders, and regular cleaning, would in a short time wipe out what has been often noticed as a most unseemly national blot.

Books.

In 35 cases I have had to report the supply of books to be defective. It is to be hoped that the withdrawal of the book grant may not be followed by a relapse to the condition from which, in so many cases, that boon afforded so immediate and so great a relief. Yet such a result, especially in the poorer localities, is much to be feared, unless the attention of managers to the necessity of some arrangement for maintaining a sufficient supply is secured as a stringent condition of any grant to their schools.

#### EFFICIENCY OF TEACHERS.

Efficiency of teachers.

The general efficiency of teachers in the use of the ordinary and approved methods may be described as increasing and becoming more uniform, a result which was to be expected from the increasing employment of teachers who have under-



gone the same course of training. In the schools inspected during the year by Mr. Black and myself, there are 303 certificated teachers, of whom four-fifths have been normal school students, and under their training 445 pupil-teachers. The number of certificated students employed as probationary teachers, appears also to be rapidly increasing, having risen from 5 to 14 during the year.

There is an improvement in the arithmetic of the papers Arithmetic. worked by the pupil-teachers, though not so great as that of the preceding year, as may be seen by the following table, which shows the per-centage of "*fair*," "*above fair*," and "*below fair*," for the last three years:—

—	1859.	1860.	1861.
Total Number examined }	143	245	196
	Per Cent.	Per Cent.	Per Cent.
Above Fair - -	27·16	45·7	47·0
Fair - - -	17·34	16·34	18·3
Below Fair - -	55·5	37·96	34·7

The collective examination of a circuit is usually held before visiting any of the schools in it. I can thus take the papers with me carefully revised, and marked with red ink where erroneous; and the production of them to the teacher and pupil-teacher secures a conviction of the nature of the errors, and of the room and need for improvement, which could hardly be effected, and certainly not accompanied with the same spirit, by any mere censure by whomsoever pronounced. Accordingly, when the expected admonition is received from the office, it is at once felt to be just, if not inclining rather to the side of leniency; and I feel convinced that much of the spirit of improvement among the pupil-teachers of my district is owing to this method of dealing with them.

The most difficult subject of their examination used to be that of Scripture knowledge and catechism, because the broad-sheet prescribed no course of study or portions for particular years, and on the revision of the broad-sheet in 1857, your Lordships declined to order the insertion of any outline for the guidance of teachers and inspectors, unless formally concurred in by the churches whose young members would be brought under the proposed course of study and examination. After consulting with some of my colleagues, and finding Religious knowledge.

that there might be some difficulty in getting the steps taken that were necessary to obtain the required concurrence, I considered that, as I was at liberty to examine in any part of the Bible and catechism at each annual visit of inspection, I could restrict myself to certain portions for certain years, and virtually prescribe a course in my own district. It is as follows, and so far as I know has been universally approved of by the ministers :—

Syllabus.

## END OF FIRST YEAR.

Genesis, Matthew, Mark.

Catechism,—Questions 1–19, with analysis and Scripture proofs.

## END OF SECOND YEAR.

Exodus, historical portions of Leviticus and Numbers, Luke, John.

Catechism,—Questions 1–38, with analysis and Scripture proofs.

## END OF THIRD YEAR.

Deuteronomy, Joshua, Judges, Ruth.

Life of Christ from the four Gospels, his parables, miracles, and prophecies, with their fulfilment.

Catechism,—Questions 1–81, with analysis and Scripture proofs.

## END OF FOURTH YEAR.

Samuel, Kings, Chronicles, Ezra, Nehemiah. The Acts of the Apostles ; meaning of Scripture terms and expressions referring to Jewish festivals and Eastern manners and customs.

Catechism entire, with analysis and Scripture proofs.

## END OF FIFTH YEAR.

The Prophets, more especially those predictions which have their fulfilment in the advent, ministry, and death of our Saviour,—and in the great and leading events of ancient nations.

Catechism as in last year.

## CHARACTER OF SCHOLARS.

Attendance.

In regularity of attendance, ability, and general character, the children of the agricultural, the fishing, the mining, and the manufacturing portions of the people differ very materially. The children of an entirely rural parish are quiet, orderly, and attentive, but intellectually not very quick. Their attendance at school is frequently interrupted by the calls to field labour, which are contingent on the state of the weather and the crops. Those of the fishing villages are comparatively rough and forward, observant generally, smart and self-reliant. Their attendance is rendered irregular both by field-work and fishing, having to go at low water to seek for bait. Their irregularities are hence so frequent that they take occasion to be absent wilfully, having the chance of escaping detection, getting their parents to shelter them as a condition of going back, or having at the worst to brave the consequences. The children of the mining population are naturally tinged with

Agricultural.

Fishing.

Mining.

the insulated peculiar ideas which their parents may happen to have acquired in their contracted field of observation, and they are so tenacious of their prejudices as to be scarcely manageable if they are crossed. Their attendance at school is pretty regular up to the time that their parents take them down to the pits, which is often a whole year before the legal time. The clergyman of a mining district told me that he knew of a great many cases of this kind, that he could prove both from the register and his personal knowledge, but to interfere with them, or give information to others, would render him odious, destroy his usefulness, and might be even unsafe for him personally. The children of the manufacturing population exhibit the various character of towns' children generally, being a few grades above the lowest of them. Their attendance at school is far from regular, unless when there is one connected with the works, for which the charge is deducted from the parents' wages. While the complaints of teachers indicate that there is little improvement in regularity of attendance generally, the per-centage of those over twelve years of age who attend at all is steadily declining. In 1858 it was 17.05; in 1859, 16.11; in 1860, 15.55; and in 1861, 14.84. This fact goes very much to show the expediency or necessity of establishing *evening*, or, as they are called, "night" schools, especially if it be true that the effects of the education which has been gone through are soon obliterated.

Manufac-  
turing.Age at leav-  
ing school.

### ORGANIZATION.

In addition to the movements which are usually made in large schools with some regularity, there is much need to introduce one for extending to a sufficient distance for exercise in dictation and in arithmetic. In the latter in particular the children are seated so close to one another that one must see his neighbour's slate even without any particular wish to do so; and when I propose to separate them a little it takes so much time to place them properly that it is evidently a thing that is never practised. When the question is worked standing there is a mode of turning face to face that with very little extension is quite sufficient, but it is adopted chiefly when the exercises are short.

Organiza-  
tion.

### METHODS.

Nearly all that is possible has now been done for the improvement of methods, so far as they are external and can be made a subject of training in the way of drill to exact mechanical repetition, but much of the apparatus and technicalities connected with them is not only not conducive, but is



even opposed, to the improvement which is most required, and that is in the direct handling, so to speak, of the child's mind by that of the teacher.

There is a faculty for this which few seem to possess, or at least to exercise to any great extent. It may be difficult to make it a subject of effective lecture, and as it has no specific place in the syllabus, the attempt may not be made. In the schools I very rarely find the teacher dealing with the erroneous answer of a child, whatever mental effort it may indicate. It is simply repelled, and so of the next, till some one, it may be partly from memory and partly by guess, hit upon the right one in the prescribed form of expression, and goes up.

### GRAMMAR.

I have arrived at a firm conviction that a fundamental change in the mode of dealing with elementary grammar is essential to secure the educational advantages which that branch is calculated to afford, and that, too, with ease and pleasure to the learner, instead of being regarded at the time as an irksome and unintelligible task, and looked back upon afterwards as mere waste of time from which it is desirable to save others. When a child is learning to speak, it will be found to be acquiring much more than a knowledge of mere vocabulary, or repeating only what it hears. It is also observant of the different forms that the same word assumes when differently used, and by analogy employs these forms in the use of others. Hence it speaks of "two mans," "two mouses," and the like; and says of a thing that "it falled down," having observed the general formation of the plural of nouns and of the past tense of verbs; but not yet the particular forms, *men*, *mice*, and *fell*. In short it is engaged naturally, and therefore agreeably as well as successfully, in the study of grammar, and all unconscious of the existence of any such difficulties as present themselves in the definitions and rules which it is afterwards set to learn. These definitions and rules are usually presented to the child's mind as something entirely new and foreign to it. They suppress the natural germ, and it is long before they take healthy root in its stead. Now the method which I would substitute for that in use, and of which I have made full trial, is to aid the development of the natural germ, not by the use in the first instance of any rule or definition, but by leading the children to repeat the observations which they must have already made. They know how to apply *he*, *she*, *it*, and *they*, and can discriminate between these and *him*, *her*, and *them*, whenever they are

put in simple contrast and along with words which should determine the selection of one or other form. Their proper use of these is not the *result* of any inculcated rules for gender, number, and case, but can very naturally and easily be made the *source* of those rules. The distinct and ready recognition of all the parts of speech, and their connexion in forming a sentence, is most easily elicited and in a very short time. For the last two or three years, as often as I have had half-an-hour to spare after the inspection of a school and a class as far as easy narrative, that has not commenced grammar, I have availed myself of the opportunity to test this method, and always with the most encouraging results. I have put a class in one of the industrial schools through such a course as I propose, and they commenced syntactical parsing, using the ordinary terms after 30 lessons averaging between half-an-hour and three-quarters each. I shall only add, in illustration of another remark, that when it was lately proposed to stop at the end of an hour, they expressed a wish to go on. The exercise was not only not repulsive ; it was attractive.

#### DISCIPLINE.

In a good many schools in which the discipline is otherwise Discipline. good, there is much talking in the seats ; and, what is worse, whispering answers to those under examination, and copying arithmetic, of which very serious faults I find no amendment since I last called attention to them. I cannot help thinking that it is the continuance of this practice without effectual check, that would seem practically to remove it so far from the class of grave offences as to be still had recourse to by persons who, it is to be hoped, would shrink from any other act of dishonesty.

#### NEEDLEWORK.

In last report I stated that I had visited 53 mixed schools, in which there were present 1,476 girls, and no provision for needlework. Since the close of that list I have visited 38 mixed schools, in which there were present 1,034 girls, without needlework ; but as this was chiefly in another part of the district, I cannot ascribe the difference to the addition of so many teachers in that department.

I have the honor to be, &c.

ED. WOODFORD.

To the Right Honorable

The Lords of the Committee of Council on Education.

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GENERAL REPORT, for the Year 1861, by *Her Majesty's Inspector*, JOHN GORDON, Esq., on SCHOOLS connected with the CHURCH OF SCOTLAND, and on other SCHOOLS, inspected in the Counties of AYR, DUMFRIES, KIRKCUDBRIGHT, LANARK, RENFREW, and WIGTON.

MY LORDS,

December 1861.

THE inspection for the year lately closed extended to all schools receiving annual aid in the district, and remitted to me for inspection; to 32 besides, which had received only building or book grants, and to 35, which, having been altogether unaided, were visited simply at the managers' request. The total number of inspected schools under separate management was 305; the total amount of attendance at the time of inspection 38,439. These particulars include the results of my very able colleague Mr. Jack's exertions, and my own.

I. Your Lordships, in the form of report on schools to be inspected, have directed attention to all the means, of whatever sort, that make up the equipment of a school. These means may be arranged in three several classes, bearing more or less closely upon the object for which, in common, they have been provided. The class that stands most distant from the object, and acts upon it in the least sensible manner, may be supposed to comprise the school accommodations, school registers, and school apparatus.

1. *Accommodation*.—It is not remotely that the instruction and the discipline of a school are influenced by the description of the school-room; and therefore, it is fit and gratifying to observe that there are few of these aided schools in which the conditions of aid have not operated some improvement of the accommodation; either a new building has satisfied all such conditions at once, or an old one has received more school room, better ventilation, some requisite addition on the premises, playground, or some better arrangement of the desks, benches, or other furnishings. But in this matter of school accommodation, it is more specially remarked, 1st, that the instances are not few in which the schoolmaster is not nearly so well provided in his dwelling as the school is in the school-room. Of the teachers of 151 schools aided annually or otherwise, there are 39 who are without dwellings belonging to the school, but who find lodging for themselves on the



compensating allowance which they receive from the managers. The lodgings, however, are commonly inferior to the dwellings when these latter form part of the school establishment; and, in some cases, neither the one nor the other are such as the comfort, convenience, studies, and preparations of the teacher require; for it seems to be at times forgotten, how much the interest of the school and the energies of the teacher depend on the sufficiency of his domestic accommodation. 2nd, when instruction in sewing for female pupils became a condition of annual aid, the greater number of the schools were unfurnished with any accommodation for that purpose,—the exceptions being almost wholly among the more recently-erected schools, and chiefly among those at mining stations, where the school provisions of all kinds are commonly the amplest. But in the two years that have since elapsed, the case has been quite altered; at each school receiving annual aid, sewing is now taught, or provision for the teaching of it is in progress; and the apartment used for this purpose is either an addition to the school-room, or stands in its close vicinity,—the former certainly the better means of gaining for the branch in question the attention it deserves. The parish schools, 77 in number, are already, with few exceptions, served in the one way or the other, although there was a difficulty in this matter, peculiar to them. For sewing was not among the subjects of instruction prescribed by the heritors and minister, nor contemplated by the Statute (1803), and the “commodious school-room” was never meant to include any room for the teaching of this branch. A parish schoolmistress with the same standing as the schoolmaster was not known to the school economy of the country. And so, without a certain incongruity, her occupation could not be added to that of the parish school. The addition, however, has been made in this as in other instances, simply because this branch was, upon the mere suggestion of it, at once seen to be most useful and necessary, though it had been too long delayed. The same result is now in the course of being promoted by the new Parish School Act, which contains a provision for the appointment of a sewing mistress in the parish schools; and it may be hoped that in them the sewing department will, ere long, seldom be found wanting.

*Registers.*—The school registers are very various in their plan, as well as in the particulars they record. In these respects, which imply nothing more than the faithful marking for statistical purposes of the variable numbers on given points, uniformity is as desirable, as in other parts of school management, which leave room for the exercise of individual

talent or judgment, it is not desirable. The several published registers are all in use at different places, Constable's, the Durham, Hamilton's, Martin's, Paton's, &c. Some teachers employ forms of their own contriving; and these are sometimes upon loose sheets, showing for how brief an existence the record has been meant, and some are intelligible only to the teacher who keeps them,—if to him,—signifying that they are considered as his own, and not as the property of the school.

At mining and manufacturing stations, the form and the book are sometimes supplied by a careful and intelligent manager of the works; and for sessional schools the same good service is sometimes performed by a zealous minister\* or kirk session. Some of these registers are, however, defective, and some on a plan too widely different from what is common to the rest, and not supplying the information required for Capitation Grants. The daily attendance, the ages, dates of entering and leaving, the payments of school pence are, in some cases, not all entered, and the averages are not taken uniformly for the same periods of time. Yet to estimate aright the master's industry and skill by their fruits in the progress of the school, it is necessary that the record should be complete on these points; and daily to record absence is to do something towards its prevention,—at any rate it is an indication and a constituent part of good discipline. The registers are always inspected, and such remarks offered to the teachers, as the state of them suggests.

*Apparatus.*—There is not a little in the subjects of elementary instruction, which does not admit of being illustrated by the use of the common apparatus, maps, diagrams, black-boards, specimens, pictures, &c.; and it is well that the mind even of the child, should not be wholly “the mind of its own eye.” In what respects the instruction has no such visible aids, and can have none, may be noticed at another time. At present, the reference is only to apparatus.

(1.) Few of these schools are insufficiently furnished with maps and black-boards. But the maps in common use are those of the large school-room kind, about six in number, of which three only are occupied with the great political divisions on the globe's surface, the other three, with the several parts of the United Kingdom. All of them have a very scanty indication of places by their names; and some, none at all.

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\* The well-planned register framed by Dr. Chalmers fifty years ago is still preserved and used in the Sessional School of St. John's, Macfarlane Street, Glasgow.

But, when such is the description of the maps, it is unlike the more detailed description of the class books, which are equally in common use ; and there is thus a disconformity betwixt the book and the map, that discourages the learner, and sometimes embarrasses the teacher. The oral and the book lessons are in such cases considerably different. The map with a few names, however, is the best fitted for a first course of geography ; and it is well succeeded in a first course, by the maps with no names at all. But the pupils often remain for a second course, as at Annfield, St. Andrew's, Glasgow, &c. ; and then the large vacant or sparsely furnished map is set aside, and each makes use of his fuller Atlas, Johnston's, Chamber's, or Nelson's. It is observed, however, that geography is often so well taught within the limits of the larger and scantily furnished maps, that the study of it stops there, though time enough remained for another longer and still necessary course.

(2.) There is much difference among teachers in their employment of the black-board for purposes of illustration. The greater number have recourse to it for arithmetic only ; others, for reading, writing, spelling, grammar, geography, or even history ; some, for each of all these subjects in their turn. In such operations, the teacher derives much advantage from the skill in drawing which he had acquired at the normal school ; and generally, it may be said, that the frequent and various use of the board is among the surest signs of good tuition.

Other kinds of apparatus are the following, and the extent to which they have been employed in 152 of these schools is here stated, both from observation and from returns lately furnished by the teachers :—

	Schools.
1. Scientific apparatus, purchased with aid from the Committee of Council, are in - - - - -	13
Scientific apparatus, purchased without such aid - - - - -	12
2. Engraved illustrations of natural philosophy in - - - - -	58
3. Engraved illustrations or specimens of natural history by pictures or specimens, viz. vegetable productions, geology, mineralogy, mining objects and operations, in - - - - -	73
4. Historical charts in - - - - -	40

It is remarked (1) that each kind of the apparatus here mentioned is, in most of the schools, but little used,—one reason of which is, that the general progress of the pupils is scarcely such as to call for any application to the sorts of knowledge for which these means of illustration would be useful. Yet there are exceptions ; for example, (2) in all schools at mining stations, the illustrations of mining objects and mining operations might be introduced and often referred



to with great advantage ; whereas, in many they are entirely wanting. (3.) Historical charts showing the succession of sovereigns, the great historical periods, and the principal events in each period, ought to be in every school in which history is taught ; they are as necessary for the teaching of that branch as maps for geography. (4.) Agricultural objects seem to have some claim to be represented in these apparatus. At present, however, the study of this subject in its simplest elements is as entirely wanting as its relative aids. On this point the following remarks by the author of the *Book of the Farm* seem deserving of attention.

“By means of a course of agricultural tuition in the schools, and exemplified on the neighbouring farms, a large amount of correct agricultural knowledge would be imparted to young boys and girls destined to earn their livelihood on farms, and which at present is only obtainable by labour in the fields, to the serious neglect of other kinds of knowledge only to be acquired at school. Drawings of the cultivated plants in their different states of growth, and of the varieties of live stock usually reared, might be placed before pupils with much advantage. Samples, too, of the various grains and seeds sown on farms would at once impress upon the memory of pupils their identity and use.”\*

II. Another class of means bears more closely and more sensibly upon the ends in view, comprising school books, school management, and school income.

*Books.*—It is often unobserved, how much of tuitional method is involved in the composition or structure of a school-book, and, as all method of the kind, however special its application, rests on some general principle, so it is unquestionable that the preparation of a good school-book is by no means a very simple matter.† The contents of a lesson, the points or topics which it takes up, and the order of presenting them, are parts of the method employed in the teaching of the subject ; and so far the class-book determines the method of tuition. But, sometimes, the method of tuition takes a course which is not determined or indicated by the class-book ; and of this one or two examples may be offered. In arithmetic some knowledge of fractions occasionally precedes any notion of simple proportion ; in grammar, the roots are studied before the common parts of speech are well known ; in geography, the first lessons relate to the native country, while its position on the globe is still untold ; in Latin, the advance upon the higher classics takes place with surprising celerity. These inversions either of the order followed in the class-books or of

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\* Stephens' *Catechism of Practical Agriculture*.

† “Un livre d'enfants peut être un grand et beau livre.”—VINET.

that which the comparative difficulty of the class-books very plainly indicates, are just frequent enough to warrant some mention of their occurrence.

Again, the method of the Shorter catechism, so fitly presenting the whole matter to the reception of mature minds, is, by some teachers, not adopted as the fittest in imparting the same great truths to the young at school. They commence, therefore, with the simpler parts of this invaluable compend, it may be with the questions,—“What is the duty “which God requires of man?” and “What is prayer?” thereafter reverting to the fundamental questions of doctrine. In this process they follow much the same course as that prescribed for pupil-teachers in the several years of their apprenticeship, and I cannot think they do amiss.

The matter of the class-book is, for the most part, the same which forms the subject of the master's lessons ; but sometimes not. They are excellent masters that expand the lessons of the book from their own stock of knowledge,—to which it may be, they are ever adding for that purpose. Others have a preference for certain parts of the book, discarding other parts, as, in their judgment, somehow unsuitable. In grammar and arithmetic, some dispense with the use of any books, either for themselves or for the pupils, trusting only to oral lessons. On the other hand, it may happen that good books, to the manifest disadvantage of the lesson, are used on wrong occasions ; thus, when the subject is professedly that of simple reading, by an advanced class, the book placed in their hands is a compilation of English history well enough suited for its own purpose, but not so well for this ; the mistake apparently having two sources, the wish to give some exercise in the reading of proper names, and the ill-judged endeavour to combine a lesson in history with one in simple reading. With the same divided view, a reading lesson has been practised on a book of geography ; or, what is yet more objectionable and of more frequent occurrence, the Bible is employed confessedly as a class-book for reading and spelling, a practice which has not always the excuse that fitter books are wanting and cannot be had. The book grants have done much for the remedy of that error ; and if discontinued, it may be hoped that much of the same benefit will still be available in another form.

*School Management.*—The schools are variously under the management or oversight of patrons or their agents, trustees, subscribers, kirk-sessions, ministers of the parish or presbytery of the bounds, the one or the other, according to the constitution of the school, the manner of its origin, the source of its

support, or its ecclesiastical connexion. But in this duty it is seldom that the minister of the parish does not perform a part; and inspectors remark how accurate in general is the estimate he has formed of the condition of the schools within his bounds. They remark, too, the care and the vigilance of the kirk sessions for those with which they have especially to do, the *quasi* parish schools called sessional. I am of the opinion expressed by Mr. Cook,\* that the public inspection has not tended to relax the local management, but seems to have had quite the opposite effect.

*School Income.*—Sometimes the income forms a school fund administered by the managers at their discretion; sometimes it passes at once to the schoolmaster, as his appointed recompence. Of the latter case the parish schools offer an unvarying example; the assessment supplies the salary “to be paid to the schoolmaster;” the heritors “fix the school fees as they judge expedient;” but the fees are collected, claimed, and retained by the master as his own. The cost of apparatus or repairs is occasionally defrayed by the heritors; and other incidental expenditure of less amount, frequently by the master. Of the subscription schools and those supported by private endowments, there are some in which, also, the whole income from endowment or subscription, and from school fees, is the declared income of the master. Altogether, the schools in which his interest is thus regulated, are by much the greater part of those now referred to. In the rest, the income may be considered as the income of the school, and subject to such appropriations as the managers may think proper,—an arrangement most commonly found at the mining stations, where the wages of labour yield a stated weekly deduction, applicable, as the managers may deem proper, to school-pence and other school purposes. In all cases, the grants of public aid are, in like manner, made directly to the school managers. The average income of the teacher supplied in the several ways now mentioned, and irrespective of the government allowances appears to be as follows:—

Of 23 teachers of sessional schools	-	-	-	-	£134
26 „ at mining stations	-	-	-	-	126
24 „ parochial (exclusive of income from minor offices)	-	-	-	-	74
43 on private endowment or subscription	-	-	-	-	77

The sessional schools situate in large towns, and often very numerous attended, afford the largest incomes to the teachers.

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\* Education Commission, Minutes of Evidence.



But the parochial, by reason of their more public standing, and other advantages are those that teachers chiefly desire; and they are very seldom quitted for any other school or for any office of another kind. The movement is *towards* this class of schools, seldom or never *from* it. And one good influence of the parish schools has been, that they have served as an object of ambition to the greater part of the whole class of elementary teachers. In general the contentment of a teacher with his position is, in some degree, influenced by the source, as well as by the amount of his emolument. The sources may, therefore, be distinguished as follows, in regard to 150 schools :—

Supported by school fees only	-	-	-	4
„ private endowment only	-	-	-	10
„ subscription only of one or more individuals	-	-	-	6
„ fees and endowment together	-	-	-	29
„ fees and subscription together	-	-	-	101

III. *Teachers*.—The teachers under first masters are of several grades, and they are distinguished in the following enumeration, taken upon 150 of their number.

Subordinate or second masters	-	-	25
Assistants under Minute	-	-	13
Assistants not under Minute	-	-	8

The following particulars may afford a proximate notion of the attainments and experience of the teachers ;—the enumerations being upon 166 of their number.

Number certificated or registered	-	-	145
„ under 23 years	-	-	25
„ betwixt 23 and 30	-	-	61
„ over 30	-	-	80

But, when managers have occasion to elect to the teacher's office, though attainments and experience are much in their regard, they look a little farther; they would know, as much as they can learn, of the moral qualities of the candidates,—for there, they presume, lies the principle or spring, the *ressort* of a teacher's talent. So when, for their guidance, the qualities of a good master are described, one writer on education shall name a dozen,—all of the moral kind;\* another comprehends them all under three: “Love, Hope, and Patience, “which upbear the little world of education.”† Now, as the source of a teacher's energies lies consciously in his own moral frame, so he learns to consider the moral culture of his

\* Les Douze Vertus d'un bon Maître. † S. T. Coleridge.

pupils as the great object of his exertions. This, indeed, is intended by the whole scheme of his instruction ; but, by some parts of it, more directly and specially than by others. There is an expressly moral instruction in all of these schools ; and to this, and this only, I would now advert.

*Reading.*—One marked stage of progress has been reached when a simply correct pronunciation has been attained ; another, when the accent or modulation indicates some attention to the sense ; a third, when, the subject-matter being imaginative, the delivery discovers some apprehension of the sentiment.\* Now, it may happen, that even the same inspector shall make his estimate of the reading performance variously at different times, with reference to one or other of these points of progress. But if the advanced or expressive style were the standard, it is certain that the estimate would be very seldom high ; and this is the more noticeable now, as the subject-matter of the lesson then determines it more to the moral part of the instruction than to any other. Among the few schools that exemplify the best style of reading are those of St. Enoch's, and the Highland Society, Glasgow, and Alexander's, Airdrie.

The other portions of the instruction by reading lessons consist, in great part, and very properly consist, of details in natural philosophy or natural history ; but there the intention is, rather to awaken a taste or curiosity of which these branches are the subject, than to impart in the meantime much information about them. The end is thus, in great part, prospective and distant ; whereas, the lesson, which has a moral intention, naturally takes effect at once or not at all,—for which reason, if for no other, it would seem to form, perhaps, the most proper, though certainly not the sole element, of a reading-lesson book. If this be the right notion of what such a book should be, then some of the reading-lesson books in common use would seem to admit of material improvements : they might have less science or scraps of science, more biography, and more of that individual or national story which has a distinctly moral significance. One book that has long held a place in the schools of Scotland does not omit, in its *carmina de moribus*, to connect a moral purpose even with its lessons in grammar ; and there are books of English reading that present much of this same feature, in their chapter of short moral sentences ; but it would seem to consist well with the object of such books, if more of them had something of the same description.

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\* Diesterweg, Curtman, &c.

*History.*—Whenever this subject is taught, it is the history of England or Scotland, or of both countries,—but of them, alone, with a very few exceptions. The history of Rome is among the subjects of instruction in the Academy at Airdrie, where everything in a pretty various programme is taught with distinguished ability. The view which has led to the introduction of this part of ancient and foreign history is thus explained by the Rector, Mr. Dickie :—

“This subject is chosen for its tendency to widen our sympathies and to raise our admiration for the great and good, the examples of which are to be found abroad as well as at home, and long ago as well as now. Perhaps, there is even a certain benefit to our minds in looking for and finding these things quite away from ourselves. At the same time, no history furnishes so many examples of energetic character, none exhibits so many phases of government, so many triumphs over enemies ; and if parts of it be not devoid of fable, even these are so narrated as to convey good impressions.”

For much the same reasons, the history of Greece is taught by Mr. Smart to his advanced class in the Neilson Institution, Paisley.

Now, the method or style observed in the teaching of this branch is of two very distinct kinds. First, the whole course of the history is presented in outline, with such designation of the great periods as it naturally accepts from dynasties, reigns, or memorable events ; then one or other, or all, of the periods are sketched in detail. The teachers who treat the matter thus suppose the practice to be recommended, as doubtless it is, by the rule that pupil-teachers must show some knowledge of the “succession of sovereigns with dates,” and with the “outlines of history” over certain spaces. But the practice is, by no means, very prevalent ; not occurring with any decided exemplification, perhaps, in more than a tenth part of the schools now referred to. It is remarkably well carried on at Kilmacolm. Second, the more common way of teaching history is to fix the attention at once on particular periods or detached passages, without marking very carefully their position in reference to the whole. The result is sometimes very noticeable ; a boy has told the very day of the month on which each of six great battles was fought, but placed that of Hastings after Waterloo ; and Bannockburn before Cæsar ; another could say much about Cardinal Wolsey, but supposed he lived in the time of George III. But the method now referred to, though inferior to the other in the scope which it gives to intelligence, is not without its peculiar advantage ;—for though it deals with but fragments of the history, these contain a portion of the moral use which belongs to the study



of history in general, and which, when properly improved, forms the best of all its uses. So far, the study of history, as thus conducted, suffices for the end there in view. The master, accordingly, either "points the moral" in a pointed and express manner, as at Largs, Muirkirk Ironworks, Kelvinhaugh, or more frequently he leaves it to make its own impression, through the interest and obvious meaning of the "tale."

*Religious Instruction.*—This branch, the object of which is the most expressly moral, has a prominent place in the work of every school. It is imparted as usual, by oral teaching, by the use of catechisms, or of those compiled portions of sacred history that occur in some reading-lesson books, or by reading in the Scriptures. In some cases, it is deferred till, in the course of progress, the Scriptures can be read, but scarcely ever to a later date; for it is observable, I think, that teachers are very commonly agreed upon the fitness of this sort of instruction for very early years; and further, that they consider the Scriptures themselves as the best source of Scriptural knowledge; that is to say, as supplying that expression which best befits the nature of the subject-matter, and best leaves the desired impression. If, therefore, they begin with oral lessons, or catechisms, or compilations, they have recourse as soon as possible to the Book itself, which they deem indispensable in what remains for them to teach, of either history, doctrine, or precept.

In the teaching of sacred history, there are the same two distinct methods as already noticed in reference to history of another kind. (1.) There is the comprehensive method, presenting the outline and the great divisions; and certainly this is more prevalent in the treatment of sacred than of civil history, for this, if for no other reason, that the sacred history, having been much longer a common subject of school instruction, the proper method of teaching it is so much the better understood. Examples: Mossend, Kelvinhaugh, Mearns, &c. (2.) There is the method of dealing with detached passages; and here, too, there is a greater frequency in the practice of turning the lesson to its special and best account; the moral import is more frequently observed and inculcated, for the obvious reason that it is more palpably suggested by the sacred text. In particular, the Bible lessons are sometimes much directed upon the Scripture characters, for it is everywhere seen how apt and interesting is the form of biography, sacred or secular, for moral instruction.

One example of the method of teaching by biography. To specify the qualities, good or bad, for which a character was

remarkable, is a common practice. But the reverse process, though not so common, is perhaps more effective. It takes place in this manner. The pupil reads, as in the Proverbs or Epistles, not of certain persons, but of moral dispositions, the nature, obligation, and consequences of which are described in general terms ; and the reference to individuals that exemplify the same then ensues,—forming an exercise at once of recollection, judgment, and moral sentiment. The method is the same as that of the compilation of Scripture texts prepared by the Religious Tract Society of Ireland, and is occasionally assisted by the use of that compilation. Now, the interest and the instruction of the biography are manifestly heightened by this occasion of its introduction, and by the use which it is thus made to serve in the way of illustration, for the occasion that originates a lesson, as well as its application, may contribute much to its effect. Here, then, the religious and moral instruction takes a practical and vital character, and it is seen that there is nothing so excellent in all the teachings of the school. Examples : Newmains, Eastwood, Eaglesham Female, Kilbarchan Female, &c., &c.

Finally, the teacher is himself an example, having great influence on the conduct and character of his pupils : but on this important part of school economics, no remarks shall be offered at present.

*Drawing and Music.*—The subjects of drawing and music having an obvious affinity to those by which moral instruction is more directly intended, the extent to which they have been received into the schools will appear from the following statement :—

Total number of schools	-	-	151
Drawing taught in	-	-	62
Music from notes in	-	-	44

The masters for drawing have generally been certified by the Department of Science and Art, and as they receive the allowance offered by the Committee of Council for the encouragement of this branch, it is certain that a large proportion of the pupils are instructed in it. In two or three of the schools (Annfield, Alexander's, Airdrie, &c.), drawing and writing commence simultaneously, and both are continued together throughout the course. In these schools, the penmanship, by reason of the drawing practice, is of unusual excellence.

The subjects which have moral culture for their professed and immediate object have now been noticed. Those that remain, arithmetic, grammar, geography, and others, by the

application which they demand, contribute to the same result ; for it is always by a course of moral as well as of intellectual training that any true progress in any good study is accomplished. An estimate of the efficiency of the instruction in each and all of these branches, is given in one of the summaries prefixed to the Inspector's reports.

*Encouragements.*—The moral culture of the pupils is promoted by other means than those of instruction by the book ; and in this, a very noticeable part is sometimes performed by the school-managers. When the school is connected with a large work of mining or manufacturing industry, the managers have announced that the better employments at that work shall be given to those who have been most distinguished, not merely by their aptitude to learn, but also by their regular attendance and their general good conduct (Gartsherrie, &c.) Elsewhere, the good dispositions of a youth often recommend him for apprenticeship as a pupil-teacher ; oftener, for prizes of the more common kind. And for what reason are boys at certain schools instructed in the industry of trades ? Not alone, that they may learn the trade, but also that they may acquire the habit, the moral habit, of industry, which shall serve them profitably in their future occupation. The Ragged and Industrial Schools, of which there are five among those now referred to, commonly supply the whole education, private as well as public, of the pupils ; in other words, they endeavour, by all the usual domestic means, as well as by the usual school exercises, to provide for their moral training. The training of boys to trades and of girls to domestic work is carried on with remarkable success at Pollokshaws, Martyr's school, Glasgow, &c.

The teachers also endeavour, by other means than instruction from the book, to promote the moral culture of their pupils. " I have refused," says one, " to give my first prize to the best essayist, because he gave me but one essay, while they gave a dozen ; I require proofs of industry as well as talent." " I have not seen," says another, of much experience as a teacher, " that eminence in life has been confined to those who were the cleverest at school ; for men thrive by singleness of purpose, by earnest perseverance, by general rectitude of character ; these qualities I have learnt to notice, to honour and to cherish, above all things, in the boys that pass successively through my hands." A third observes, that the great use of the exercises which he requires regularly to be done at home, is the training they afford to habits of self-reliance and reflection. One and all would probably agree in representing as the great object, the *finis*



*ultimate ultimus* of all their labours, not the intellectual, but the moral advantage of their pupils. "Let the former know its place,—it is the second, not the first."

*Discipline.*—The instruction of a school has always an important auxiliary in its discipline. But the instruction and the discipline, though blended together, are distinct things, and require different talents in the teacher. They are distinguished in the form on which inspectors make their reports; and perhaps it has been observed, that their estimate of a teacher's management is not always, nor even very often, the same for both. The discipline may be better than the instruction, or the reverse. There are schools in which the discipline, as a distinctly cultivated subject, comes very prominently to view. It is excellent, for example, in the two schools which have perhaps the largest attendance of any in Scotland, those of St. Enoch's and the Highland Society, in Glasgow, each attended by a thousand pupils. In these instances, the numbers add much to the importance of the discipline. So, then, it is well that here there may be seen the prompt obedience, where obedience is due, the punctual observance of all rules, the well-regulated emulation, the cheerful application to every task. These are habits that reach beyond the school-room, and remain, if they are but fairly dealt with, to influence the future conduct in life. To such results, the services of pupil-teachers are observed to contribute not a little.

*Pupil-teachers.*—Their number in the yearly aided schools during the last year was 452; and, except in one instance, their good conduct has been certified by the managers. In two instances, the apprenticeship ended prematurely from change of residence. In one, the examination was so little to the credit of the master, that the admission of another apprentice was refused. But, on the whole, while there are among them many who already evince a very marked ability for the calling they have chosen, in general they have acquitted themselves well in their studies and their duties. An estimate of their performance on each of the subjects of examination is usually communicated both to them and to the teacher, at the yearly inspection of the school.

In 20 of the yearly aided schools, 24 of the apprenticeships expired in the course of the last year; and it is very proper to notice that of the young persons thus released from their engagement, 17 became candidates for Queen's scholarships, 4 were appointed to the charge of schools, and only 3 declined to follow out the calling for which they had been so far prepared. It is further noticeable, that of the 24 ex-pupil-teachers, 18 had resided, and belonged to schools, in Glasgow, and that

one only of their number went off to another occupation,—so little effect had the facility of finding other occupations there, in inducing any change in the views with which the apprenticeships had been commenced.

The candidates for apprenticeship examined in the course of the last year, for schools in the counties of Lanark and Renfrew, were 73 in number; and of these, it is again to be remarked, that 39 were presented for schools in Glasgow. This considerable number of those that seek apprenticeship as pupil-teachers in a situation where all kinds of profitable industry are so open and so inviting, seems to prove the sufficiency of the gratuities annexed to it; this at least in Glasgow, and if there, presumably in any other part of Scotland.

I have the honor to be, &c.

JOHN GORDON.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, D. MIDDLETON, Esq., M.A., on the SCHOOLS connected with the CHURCH OF SCOTLAND, and other SCHOOLS inspected in the NORTH of SCOTLAND and in the ORKNEY and SHETLAND ISLANDS.*

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MY LORDS,

Aberdeen, January 1862.

DURING the past inspection year Mr. Kerr and I visited Work done. all the annual grant schools in this district, besides a large proportion of the simple inspection cases. We were able, also, to take by anticipation in June and July about 30 October and November cases. This will so far luckily relieve our hands for the new work assigned to inspectors in Section XIX. of the Parochial and Burgh Schoolmasters' Act.

#### APPARATUS.

In many schools I see scientific diagrams illustrative of Pictorial apparatus. mechanical powers, hydrostatics, hydraulics, gravity, simple machines, solar system, &c. These have a fine pictorial effect on the walls of a school, and serve to give the place a learned philosophic air. But they very seldom serve any higher end. It is rare to find them referred to by the teacher or understood by the scholars. They are pretty, but mostly mysterious symbols on the wall. In this respect few schools are so philosophic as they look.

In one school a new teacher inaugurated his reign by introducing an unusually scientific reading book in his highest class, and by carefully locking up the cabinet of scientific apparatus bequeathed to him by his predecessor. Of course, it was my duty to recommend the use of the apparatus or the disuse of the book.

But while apparatus, as compared with the use made of it, Improvised apparatus. is thus in many cases redundant, it is pleasant to see the shifts by which ingenious men supply its deficiency. I have seen a sphere of wood, turned by the village carpenter, or the roundest head in a geography class, do very effective duty as a terrestrial globe. I have seen the place of maps and diagrams efficiently filled by hand-sketches on the blackboard, or the office of this most useful public servant ably discharged by the school wall.

Chemicals are perilous things when handled by unskilful Chemicals. manipulators. I have known several instances where an ex-



plosion of oxygen, hydrogen, and atmospheric air terminated the chemical studies in a school.

### METHODS.

Old method  
and new  
method.

If organization and method be useful anywhere, surely they are in the conduct of a public school. This truth is becoming every year more apparently recognized by teachers. Of old the rule was,—*very* little method and *very* much *tawse*, the Scotch representative of English *birch*. The modern tendency is to invert this rule, and to minimize corporal punishment by the substitution of constant and agreeable employment, by proper classification and skilful class-teaching.

This modern tendency has by some old-fashioned people been called the normal school method, and loud regrets are occasionally heard that teachers are now trained and tied by government inspection to a servile uniformity.

How normal  
schools af-  
fect method.

It would seem not to be universally known yet, that there is no such thing as normal school method or inspection method. A normal school experiments on method as a single teacher does, but with knowledge of what has been done and written on the subject. It trains young teachers to be alive to the value of method, and makes them able to vary their methods to suit the circumstances of the schools in which they may be placed. But normal schools themselves are far from uniform in their methods, and perhaps there is quite as great a diversity observable among teachers trained in the same institution.

How inspec-  
tors affect it.

So, inspectors are far from being unanimous on school methods. They have the best opportunity of studying this science. Each observes for himself, and recommends the methods he sees productive of the best results. It is in this way, and not by the invention or dictation of methods, that inspection has done good service in public education. The production of uniformity has wisely never been attempted, for a progressive science cannot be stereotyped.

Uniformity  
impossible.

### READING.

Reading  
may be fur-  
ther im-  
proved.

Though decidedly improved of late years, reading in this district is not yet generally so good as it might be. It is frequently monotonous, inarticulate, and inexpressive, constituting little more than the mechanical naming of the words. The reading the children hear at home, and the way in which they are allowed to repeat psalms and catechism are great obstacles to improvement.

I have seen many ways of teaching the *alphabet*. The Its elements. most successful is, to make the children print the letters on slate or blackboard as they learn them. This not only familiarizes them with the figure and power of the characters, but gives them their first lesson on *form*, and accustoms hand and eye to work together. In all schools that pursue this plan, reading and writing (printing in the first stage) go on *pari passu* every day.

In the older school-books the *monosyllabic* lessons are Elementary books. unskillfully arranged, and the child is introduced to complex sounds before he has mastered the simple combinations of the letters. Such monosyllables as *strength, length, breadth, tongue, eighth, whelp, scythe, &c.* are unfit reading for a child whose last lesson was the form and power of the letter Z.

It is at this stage that the foundation of *articulate* reading Articulate reading should be founded early. is laid by all successful teachers, for the longest word in future reading is built only of articulate monosyllables. With *easy* narratives, attention to *points* should begin. Some teachers, however, neglect this, and neglect also to insist on the observation of *points* in the repetition of psalms, catechism, and pieces of poetry learned at home.

When the scholars can read books of *general information*, Points and expression. they ought to be able (and they generally are) to observe *printed points*. To read naturally and expressively, with due appreciation of the nature and spirit of the passage read, is a much rarer accomplishment. This is greatly promoted by the Effect of books. novelty and interest of the books, and greatly retarded by the use of books that are too difficult, or old and stale. It is not to be expected that boys and girls will read with interest or spirit an incomprehensible book, or a "horrid old book" that has been drumming in their ears many months before they get it in their hands. The best teachers, and this is an almost unfailing sign of the best, are getting, as far as they can, a refreshing variety of reading-books, and the penny newspaper or cheap periodical is now frequently a welcome visitor in school. Cheap literature has given a stimulus to reading out of school as well as in it, and has induced many a working man and woman to keep up or improve the little learning they left school with.

As the test of reading, I have recommended that it should be as natural as speaking, and the two in the ears of a blind auditor ought to be undistinguishable. It is but seldom, however, that reading will stand this test. One seldom, in or out of school, hears the necessary music, modulation, and meaning. Ultimate test of reading.

Natural  
pauses.

*Natural* pauses, as distinguished from *printed* ones, are only beginning to be attended to in our schools. Yet, from the experiments I have made on many classes during the past year, I am sure that with very little trouble on the part of the teacher, an intelligent class will easily discover for themselves the pauses that give emphasis and expression to the reading of any understood sentence. For years this has been practised with great success in the excellent parish school of Golspie. Some recently published reading-books have the *natural pauses* marked in the poetical extracts.

Reading an  
imitative  
art.

Believing reading to be very much an imitative art, I have recommended systematic model reading by teachers to scholars. The good effect of this I have often seen exemplified. In the wild west of Sutherland I was much pleased to find last year two schools where an hour per week is devoted to this excellent practice.

### SPELLING.

Spelling de-  
pendent on  
pronuncia-  
tion.

Correct and articulate pronunciation is an important guide to correct spelling. Misspellings in dictation are often the faithful reproduction of local mispronunciations, and identify the birthplace of the writer.

The slovenly mumbling way in which psalms and catechism are often allowed to be repeated at home, in Sabbath school, and day school has already been spoken of in regard to reading. It has the same bad effect on spelling.

Writing of  
psalms and  
catechism.

As an excellent alternative to dictation, I have recommended the writing on slate of psalms and catechism from memory. This serves two essential purposes, and saves time to the teacher. It is now in pretty general operation.

Specimens.

In many of the numerous schools where I have tried it for the first time in the highest class, I have got an infinity of errors. The following will serve as examples:—"Thy will be done on earth as *teas* in heaven," = it is ; "*in tutim tation*," = into temptation ; "*and past your gun*," = in pastures green ; "*nor sitteth in his corner chair*," = the scorner's chair ; "*but placeth his daylight*," = delight ; "*nor let my hoop be lost*," = hope ; "*for though art with me on the road*, and *staf thy confert still*," = thou, and, thy, rod, staff, me, still ; "*God is a spirit finit, internal, and changabl, &c.*," = infinite, eternal, unchangeable, &c., &c.

There is surely something more than spelling concerned here. What sort of *religious knowledge* is this? Where should greater precaution be taken to secure the absolute accuracy of every word committed to memory?



The systematic practice of writing psalms and catechism I got first in successful operation in the parish school of Monifieth, and many others have since learned to follow the plan.

Dictation is now taught in most of the schools. As a preparatory exercise, copying on slate from reading book has an excellent effect, and is getting into general practice. In the Elgin trades school every scholar writes on slate, and some of them are only three years old. Slate writing generally.

I have done what I could to encourage the universal practice of these modes of teaching spelling, for experience abundantly proves that the best oral instruction alone will not enable people to spell correctly on paper.

#### ARITHMETIC.

Except in schools visited for the first time, there is less cause of complaint now about the elementary principles of arithmetic, which a few years ago were ill understood in the great majority of cases. Here, as anywhere in school instruction, the best class books will aid, but never can supply the lack of, class drill and the direct contact of the mind of the teacher with the minds of the scholars. Deprived of this, a school is an "educational dormitory." Arithmetic much improved.

At first inspections I still occasionally meet the old mode, which recognizes neither classification nor elementary drill, and simply assumes that a lad is a good arithmetician when (with the answers before him) he has contrived to stumble to the end of an arithmetic class book. Not unfrequently I find scholars apt at fractions and roots, but awkward and incorrect in the less ambitious work of ordinary business accounts. Old mode occasionally met at first inspections.

#### GEOGRAPHY.

I observe that wherever a large proportion of the scholars learn geography, it is a good sign of a school, and seems to increase the children's intelligence in other matters. The practice of map drawing is extending, and topography is, on the whole, well taught. There is a mistake sometimes in children learning the geography of far distant countries before they know anything of their native land. In this, as in other branches, the useful is sometimes apt to be lost sight of in the pursuit of the ornamental. In one school, where the attainments are very humble, the master put historico-biographical questions to his geography class, and they were able to say where Wolsey, Shakespeare, Cromwell, &c. were born, but they had not the faintest idea who these persons were, or why they reflected fame on their birthplaces. Advantage of geography and its progress.  
Rote work

In most schools of the better order, geography and history go naturally hand in hand, and the distribution of British mines, manufactures, and marts of commerce is pretty well known.

Physical  
geography  
little known.

Physical geography has made little progress. In many schools it has not yet got a footing. I have been amazed to find in how many, the scholars on looking at a map, could not distinguish *up the country* from *down the country*. They generally consider *north, up,—and south, down*.

I wish our common school geographies contained a few chapters on the elements of physical geography. They would be suggestive to teachers, who could, from their own reading, supplement these outlines as far as circumstances permitted. Without some knowledge of this part, the picturesque charm of geography can never be realized. With this knowledge, a well executed map becomes a living landscape. Mountain, river, and forest, fertile field and dreary wilderness, the varying types of man and beast, and plant and rock, rise before the imagination in bold perspective and vivid colours.

#### GRAMMAR.

Grammar  
well taught  
as far as  
parsing and  
analysis  
go, but fails  
to reach  
practical  
results.

Judged by the usual tests of *parsing* and *analysis*, this branch is now generally well taught; but it is only in a few superior schools that grammar yet reaches its immediate object, to wit, “the power of writing plain and clear sentences with “correct syntax, orthography, and punctuation.” In the majority of schools, after much painful toil, grammar reaches nowhere and ends in nothing. The letter writing of the people is the true test of what they have got at school for their grammar fee. I wonder how many myriads begin and end their letters thus: “*i send you this feu lins to lat you no*”—“*no mor at presant but remans,*” compose them in the native Doric of their district, and superscribe them in a hieroglyphic mode that puzzles postmasters.

In schools of name I have frequently found lads that could compose Latin well, unable to write a few correct English sentences. Even the entrant students at the Aberdeen University, superior as they are in classics, are so far below the mark in this respect, that the Professor of Logic has had to establish an English grammar and composition class for first year’s students. The necessity for such a class is not confined to the northmost university.

The syste-  
matic prac-  
tice of  
English com-  
position re-

To give grammar practical direction and real value, I have been recommending to all teachers that its study be accompanied by the regular and systematic practice of English com-

position, and I will take this as the highest test of grammatical attainments. I have never seen the good of this more clearly manifested than in the parish school of Huntly, where the highest class, which is numerous, can generally write a well expressed letter or short essay on any familiar subject. Letter writing is there regularly and systematically practised, and with results eminently creditable to Mr. McDonald, and eminently encouraging to other teachers to adopt the plan. Of girls' schools, none is more distinguished in this respect than the Elgin infants' school, which now educates girls of all ages most successfully. In former years (the school was visited last year by Mr. Kerr), Mr. Beaumont had remarkably good composition in the Burgh school of Forfar. In the course of my last year's circuit I have found good composition in the following schools:—Banff Academy, Elgin Trades' school, Inch Parish school, Forgue Parish school, Duffus Parish school, Strichen Parish school, Strichen Female school, Fyvie Female school, Forres Female school, Old Deer Parish school, Deskford Parish school, Turriff Parish school, Aberdeen East Parish school. In others I have found some progress, in most I have had to suggest a beginning.

Mr. Kerr and I have resolved to inquire after composition in every school, and we are hopeful that in a year or two we shall have it in all. Grammar has hitherto taught little but the names of tools; it is practice that will teach their use. All children should learn the elements of grammar from the time they can read easy narratives pretty well, and the elements of composition from the time they can write fairly.

Were this plan universally followed, it seems quite within possibility that nearly all children who have attended school with tolerable regularity may, at 12 or 13 years of age, be able to write a legible and fairly expressed letter. In the ordinary employments of life, this power, the index of much else, ranges a person in the ranks of the educated.

All technical instruction in composition as well as in pronunciation, is greatly aided by the teacher using language with habitual correctness himself, avoiding with especial care all local errors and correcting them in his pupils. The correct use of language depends, indeed, more upon example than precept.

### MUSIC.

Singing from notes is now introduced in a number of schools, singing from ear in many. When the school teacher cannot give the instruction, it is frequently given by a professional master or the parish *precentor*. The Dick Bequest

commended.  
Progress of  
it.

Possible  
results in it.

Benefit of  
example in  
it

Music, its  
progress.



trustees give now special encouragement for this branch in their schools.

Its benefits.

I cannot too strongly express my sense of the value of vocal music in a school. A school that is civilized by an Orpheus can at a glance be distinguished from one that is ruled over by a Draco.

The advantage of school music reaches beyond school. It enables the children for life to enjoy one of the purest social pleasures. It goes with them to church and helps to mend the music there.

#### INFANT CLASSES.

Infant  
classes and  
elementary  
subjects.

It has been my duty to check the common practice of leaving the infant classes too exclusively to the charge of casual monitors, or the youngest pupil-teachers. It is these classes, and the veriest elements of all school instruction, that most require from the teacher matured professional experience, temper, tact, and skill. And so, the ablest teachers devote daily personal attention to the youngest sections and the humblest studies in their schools.

I have the honor to be, &c.

D. MIDDLETON.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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#### APPENDIX.

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MY DEAR SIR,

20 January 1862.

General  
progress.

I HAVE again much pleasure in complying with your kind request, that I should give you the impression I have received from the inspection of that part of the district which has fallen to my lot during the past year.

I am glad to say, that I have been, on the whole, able to report favourably on the schools I have visited, and that where in the previous year you had singled out not a few schools for special commendation, I have been in almost all cases able to speak in the same satisfactory terms. I am convinced that, in the north of Scotland, education is making very gratifying progress.

Although your visits and mine are as far as possible alternate, I have visited a considerable number of schools twice in succession, and have thus been able to compare the second inspection with the first, and have found generally an honest, and in many cases, a successful attempt on the parts of both managers and teachers to carry out our suggestions. It is scarcely possible to over estimate the importance of this, bespeaking as it does a confidence and unity of purpose between inspector, managers, and teachers, without which our work would be very distasteful, and to a great extent useless. The benefits of inspection are more conspicuous in remote

Benefits of  
inspection  
in remote  
districts.

districts, such as Orkney and Shetland, from their previous deficiency in educational appliances. I was much gratified on my last visit to these islands to find, that out of seven schools for which I had recommended important and, in some cases, expensive alterations in school-room or residence, in the case of six the alterations had been or were being made. In these islands also I visited for the first time ten schools, eight of which had never been inspected before, and I have good reason to hope for the same happy fruits. I trust that the example set by Mr. Balfour, in the erection of an excellent parish school and school-house in Shapinsay, will be followed by the surrounding proprietors.

The time at which we visit the five most northern counties is, as you know, necessarily the most unfavourable for the schools. Farm work, peat-cutting, and fishing put in their several claims, and drain off one-half, three-fourths, and, in some cases, five-sixths of the scholars. Irregularity is complained of, and alleged—sometimes, I dare say, with reason—to be inevitable. It is, however, far more common to grumble at this great drawback to school-work than to attempt to remedy it. I have been more than once told by teachers that the reason why they did not keep a register was, that the attendance was so irregular. Such teachers are not likely to remedy what they complain of. I am quite sure that the difficulty can be to some extent overcome. I cannot refrain from giving a notable instance. Some years ago the managers of the parish school of Stronsay in Orkney instructed the teacher to insist on the fees being prepaid as a check to irregularity. The consequence of this was an immediate withdrawal of all the pupils except eight or ten. The managers, however, adhered to their resolution, and the teacher worked hard with his small charge. The parents saw their folly and have never repeated it; for last summer, though Mr. Forbes, from postal difficulties, had not heard of my coming, I found, at a time when other schools were comparatively deserted, 80 pupils present, the largest and one of the best schools in Orkney. It is true that Mr. Forbes is a very superior teacher, and that other causes may have favoured the experiment, so that the same success may not be attained in all other cases; but I think it right to mention it as an expedient which may be had recourse to where the grievance complained of exists.

I have found, generally, a very marked improvement in writing to dictation and composition, though, if my expectations on this point were to be formed from the facility with which sentences are technically analysed, I should still be disappointed. Many can analyse well who make but a feeble attempt at writing a well balanced sentence. There are, however, not a few schools in which I get very respectable letters on an epitome of a story read once over. I shall continue to take special notice of this subject in future inspections. I remarked, both this year and last, a great deficiency of punctuation in the Queen's scholarship examination papers I had to revise. In many very sensible papers the full stop is entirely ignored, and the comma reigns supreme.

There is no branch with which I have occasion to find fault so often as spelling. My reasons for attaching special importance to this branch are the following:—

1. That there is no deficiency in elementary training so difficult to rectify in later years.
2. That by systematic training *from the very first*, good spelling is a result by no means difficult to attain.

And here I venture to recommend a system, which I regret to say is gradually going out of fashion, viz., spelling by syllables. I am far from saying that good spelling cannot be produced by any other means, but I do say that I always find the best spelling where the division into syllables is practised. It is obviously the simplest, and it obviously produces think-

ing. Many children can determine with satisfactory accuracy the sound of two, three, or four letters forming one syllable, who would be almost certain to make a blunder when three or four such syllables form one word, and supply one subject of thought. How many boys could spell without a mistake such a sentence as, "The boy ran home with his books from school," who would be sure to blunder if the sentence were regarded as one word. In the one case, he makes several easy and successful efforts, in the other, he makes one miscellaneous and floundering attempt. I do not say that all possibility of error is eliminated by division into syllables. Even with syllabic division, I can conceive of such mistakes as "alotted," "faithfull," "begining," "preceeding," which, however, are common to both systems, and can only be corrected by experience; but mistakes like "preception," "contunied," "furitful," which are by no means uncommon, and result simply from thoughtlessness, are scarcely possible if each syllable is taken by itself. I am quite willing to admit that, generally, more importance is to be attached to the thoroughness with which an inferior method is carried out, than to the *à priori* superiority of a different method, but that which I have ventured to recommend seems well worthy of a trial, from its self-regulative and thoughtful character.

Branches  
sometimes  
not taught.

I now and then find a school in which neither geography nor grammar is taught, the reason given being, that the parents have an objection to their children being taught these branches. I confess that I have no sympathy with such excuses. They are either not genuine, or if genuine they are invalid. I am aware that there are parents who think grammar and geography useless refinements, and object to the additional fees and books required, but unless the teacher coincide with the parents' opinion, the difficulty can be easily overcome. Considerable progress can be made in both branches without books at all. Indeed, I am not sure that the best grammar is not taught orally, while if a school be supplied with maps, and the teacher have the necessary spirit, a very fair general knowledge of geography, and such as would be useful to a working man, may be imparted without any text book, the ordinary reading book from time to time suggesting subjects of lesson. It is certainly not encouraging to teach additional branches for which no fees are paid, but a teacher whose heart is in his work will be more than repaid by the spirit infused into his classes, and by the consciousness that his school is not below the level of others. I have an instinctive suspicion of the efficiency of teachers who find in their own cases *peculiar* retarding influences, and who are prepared to explain away every deficiency.

Training of  
pupil-  
teachers in  
classics.

I would again urge upon both masters and pupil-teachers the importance of making classics a regular and prominent part of instruction during apprenticeship. This has always been important; it is now doubly so, since, by the Parochial Schools' Act, every appointment to a parish school must be preceded by an examination by an University board, who require a competent knowledge of classics. It is vain to expect such a knowledge from two years of miscellaneous training at a normal college, unless a good deal has been done during apprenticeship.

As to the training of apprentices, I think you will agree with me in saying that it is rare to find inefficient pupil-teachers under a vigorous and energetic master, and still rarer to find them disaffected to their master, or faithless in their work, if they are treated with good temper, sympathy, and discretion. The pupil-teacher system will be approved or condemned, according as the master is or is not true to himself and his apprentices.

I am, &c.

D. Middleton, Esq.,  
H. M. Inspector.

(Signed) JOHN KERR,  
H. M. Assistant Inspector.



GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, JAMES CUMMING, Esq., LL.D., on the SCHOOLS connected with the FREE CHURCH and other SCHOOLS, inspected in the NORTH and EAST of SCOTLAND, and in the ORKNEY and SHETLAND ISLANDS.*

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MY LORDS,

DURING the year to which this report relates, I have <sup>Schools in-</sup>inspected 135 institutions, containing 153 schools. These are <sup>spected.</sup>exclusive of the model and practising school connected with the Normal College in Edinburgh, which comprehends about six departments, under as many certificated teachers. My colleague, Mr. Scougall, has inspected 153 institutions, or 181 schools. In those which I inspected personally there were 15,454 children present on the days of examination; in the others the number of pupils present was 14,870, making a total of 30,324. By comparing this with the statement in my report of last year it will be seen that the number of schools is almost exactly the same, while the number of children is greater by nearly 1,200.

In the different schools I examined 287 pupil-teachers <sup>Pupil-</sup>(with the exception of a few whose examination was superseded <sup>teachers.</sup>in consequence of their having obtained Queen's scholarships in December 1860). I also examined 115 candidates for apprenticeship. Mr. Scougall had 267 pupil-teachers under examination and 85 candidates. Fourteen days were set apart by me for collective examinations, and 11 days (besides three half-days under circumstances explained in last year's report) by Mr. Scougall. Notwithstanding the relief afforded by the collective examinations we find that a very weighty and important part of the examination of pupil-teachers and candidates has to be conducted in the several schools individually, where not only the teaching skill of the young persons has to be exhibited, but their religious knowledge is generally ascertained in the presence and with the aid of the minister.

What has now been stated in regard to the number of <sup>Probability</sup>schools being the same as last year, may suggest <sup>of school</sup>matter for <sup>extension.</sup>consideration as to the indefinite increase which has been sometimes apprehended in the demands for government aid. It would seem as if the raising of those funds which alone can form a ground of claim for grants in aid had, in this case,

reached a limit not likely to be greatly exceeded unless new circumstances should arise to increase the general interest in the subject. And although this conclusion has reference only to that part of the community which supports the schools that I am instructed to inspect, there is no reason to suppose that other sections of the public will show a greater zeal, if at least they are dealt with on the same principles.

There is at present some difference arising from the circumstance that funds raised by local assessment above the minimum demanded by statute are counted as voluntary contributions in favour of parochial schools, though they may be, in part, paid reluctantly by those who support other schools. Even in this case, however, the contributions, if not voluntary on the part of *all* who pay them, must be voluntary on the part of the majority, and are not likely to be unreasonably large in themselves, or in respect of the aid to which they furnish a kind of title. On the whole I do not think that the prospect of an indefinite extension of grants on the present system is very formidable, at least in Scotland.

This conclusion may perhaps be made more distinct if we reverse the mode of viewing the subject. The money advanced by government is generally spoken of as aid granted to certain churches and societies to enable them to support *their* schools; but if it be allowed that it is the business of government, in the interest of the state, to promote the education of the people, the contributions of the churches and societies may be regarded as voluntary aid accorded to the government in the prosecution of this important object; and I do not apprehend that government need be deterred from seeking the attainment of the end by the prospect of the proportioned contributions of the churches, &c. being inordinately large.

#### MANAGEMENT OF SCHOOLS.

In most of the schools which I inspect the principal manager is, of course, the clergyman, assisted by those who are associated with him in the church, as elders or deacons; but occasionally we meet with other laymen who take a peculiar interest, and lend an efficient co-operation, in the affairs of the school. In one instance particularly (Helmsdale), I found the school refitted in its furniture and apparatus, and the attendance more than doubled within the last four years, chiefly by the active exertions of one lay-manager.

What is most desiderated in the management of many of our schools is a committee of ladies to counsel and encourage the schoolmistress. Since your Lordships have laid such stress

on the teaching of needlework, considerable progress has been made in that direction. I regret that the ladies, or committees of ladies, by whom this important part of education ought to be superintended and directed, are often absent from my visits of inspection, so that I am frequently under the necessity of giving an unaided judgment.

#### FINANCE.

I have little to observe on the subject of finance which has not been anticipated in former reports.

In that part of the voluntary contributions which is raised from the locality, as distinguished from the share of the central fund, the clergyman is uniformly a contributor, and perhaps contributes indirectly more than his apparent quota, as the sum from which the necessary amount is made up is taken from money which might otherwise have increased his income. It is not wonderful that, in these circumstances, complaints should have been made.

#### PREMISES, &c.

Though the number of schools has not increased, improvements in the premises have been made in various quarters, sometimes with the aid of Government and sometimes independently of that aid. I may refer to the Free Church school of Watten, in the county of Caithness, and to the subscription school of Gallatown, Kirkcaldy, in the county of Fife, in illustration of the former class, and to the Free Church school of Tain as a specimen of the latter. In several other schools alterations have been made in the furniture and desks, and the cause of education is so far benefited that the change is always in the direction of lately acknowledged improvements. In Highland schools the subject of offices is still imperfectly appreciated. Some progress, however, is made, I think, even in this department, although I am not sure that I ought to mention under this head the case of one school, the managers of which, in their desire to meet the wishes of Government, formed a neat wooden erection, but, with the view of preserving cleanliness, and maintaining the purity of the atmosphere in the school, placed it behind a lofty wall, so that the scholars should have no access to it unless Her Majesty's Government should command a breach in the wall to be effected.

#### SCHOLARS.

There is one circumstance connected with the progress of the pupils in our schools which I think entitled—especially



at the present time—to the consideration of the Committee of Council. I refer to the age at which the scholars leave school; and the importance of referring to it arises from the probability of some legislation taking place for Scotland as well as England, founded on data derived from England alone. In the full conviction of the purpose of Government to deal equitably between the different parts of the kingdom, I venture to express a doubt whether equity would be the result of a perfect identity of treatment.

By an inspection of last year's report (Appendix, No. 1.)—and I believe the result will be much the same on referring to the reports of other years—it will be seen that the age at which the pupils leave school is considerably different in the two countries. In Church of England schools the number of pupils above 12 years of age seems to be rather less than 10 per cent. of the whole attendance, and the average will not be *much* more than 10 per cent. if the other English schools are taken along with them, so as to embrace all the inspected schools in England. But in the Presbyterian schools of Scotland the attendance of pupils above 12 years of age is nearly 17 per cent., and in the district of my colleague, Mr. Middleton, the per-centage appears to rise to 21. By observing the districts in England (including Wales) and Scotland respectively where the difference is greatest, it may perhaps be remarked that the per-centage is smallest where abundance of manufactories afford regular employment to the young of a dense population, and largest in the more rural districts, where field operations withdraw the older children from school in the summer months, but leave them free to return in the winter.

I have the honor to be, &c.

JAMES CUMMING.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's  
Inspector, CHARLES E. WILSON, Esq., M.A., on the  
SCHOOLS, connected with the FREE CHURCH, and other  
SCHOOLS, inspected by him in the WEST OF SCOTLAND  
and in the WESTERN ISLES.

MY LORDS,

January 1862.

I HAVE again the honor to present to your Lordships a report upon the state of the schools under inspection in my district, for the year ending 31st August 1861. In addition to my special duties connected with the training college and the Christmas examinations for certificates of merit and Queen's scholarships, I inspected and reported on 152 entire establishments, containing 225 departments under separate teachers. The number of children present on the days of inspection will be found in the general summaries (Appendix No. 1, Table No. 1) with the other statistics, &c. connected with the schools. Of the 152 schools inspected, 140 were visited with a view to the payment of annual grants, while only 12 were cases of simple inspection. During the past year I have thus been able to overtake all the annual grant cases, with the exception of three schools so situated as to require longer time than, in the circumstances, I could conveniently afford. Within the same period I have held collective examinations of pupil-teachers, candidates for apprenticeship, and assistants, at several central places in my district, and revised and reported on the written exercises. For the particulars I beg to refer to the following table.

Number of  
schools in-  
spected, &c.

Collective  
examinations  
of pupil-  
teachers, &c.

COLLECTIVE EXAMINATIONS.

Places.	Pupil Teachers.		Candidates.		Assistant Teachers.
	Male.	Female.	Male.	Female.	
Ayr - - -	26	- -	4	- -	1
Campbeltown - - -	9	2	2	2	—
Dumbarton - - -	11	5	3	1	—
Dumfries - - -	18	1	4	—	—
Glasgow - - -	57	42	15	31	1
Greenock - - -	12	9	6	2	—
Hamilton - - -	23	2	7	2	—
Kilmarnock - - -	19	4	8	4	—
Lochgilthead - - -	5	—	—	—	—
Stranraer - - -	13	- -	3	—	—
Totals - - -	193	65	52	42	2

I may state by way of explanation that, whenever practicable, I took a school on the day appointed for the collective examination of the district; as at Ayr, Campbeltown, Dumfries, Lochgilphead, and Stranraer. Although I have thus increased the number of collective examinations, without trenching on the time necessary for the actual work of inspection, I am still in many cases obliged to conduct the examination of the pupil-teachers on the same day that has been fixed for the inspection of the school. This is a very unsatisfactory arrangement, but quite unavoidable in the county of Argyll and in the Western Isles, where the schools are few in number and scattered over a wide area.

Progress of  
education in  
Western  
District.

During the past year 11 schools have been added to my list. Of these nine were new schools, and two were transferred from the list of simple inspection by the appointment of certificated masters. New and very commodious premises have been erected at Catrine, Inkerman, East Gorbals, and Dunoon, and old buildings have been enlarged and much improved at Govan, Dalry, and Mulindry (Islay). In several schools considerable improvements have been made in the arrangement of the desks, &c., while in others defects are to be removed, and felt deficiencies to be supplied, as soon as the autumn vacation places the premises conveniently at the disposal of the managers. The prejudice, so generally entertained, against groups of parallel desks is now fast disappearing, and whenever a change is necessary, the arrangement recommended in your Lordships' Minutes is at once and cheerfully adopted.

#### GENERAL CONDITION OF SCHOOLS INSPECTED.

General condition of  
schools inspected.

It is only on contrasting the condition of the aided and non-aided school, that one can fully estimate the value of the boon conferred on the country by the Minutes of Council. Slowly but steadily the work of improvement has advanced, till the old-fashioned school, with its unboarded floor, primitive furniture, and untrained and, comparatively speaking, ill-remunerated master, is only to be met with in the Western Isles, or the wilder and more uncultivated districts of the mainland. There, much has still to be done. But considering what has been accomplished in the island of Islay by the active energy and enlightened liberality of Mr. and Mrs. Ramsay of Kildalton, one has good reason to look forward hopefully to brighter days for the Highlands and Islands. Were his time not so fully occupied with annual grant cases, an inspector might do much to improve the condition of the non-



aided school, and in various ways. Managers are always anxious to have the benefit of his counsel, and the intelligent master, no longer regarding the inspector as one coming to spy the nakedness of the land, is ever ready to adopt the improved methods of organization and school-keeping, which even a short visit may give opportunity of indicating.

### EFFICIENCY OF TEACHERS.

Much has been said and written of late on the character and efficiency of teachers under the present and former systems. Some advocate the purely university training as productive of greater individuality in the teacher, while others, without undervaluing the advantages of the university, think that the special instruction of the training college is necessary to qualify the teacher for the efficient discharge of the duties of an elementary school. Both parties are equally alive to the importance of thorough training, and only differ in their estimate of the means best adapted for securing the desired end. They have equally at heart the cause of education, and it is to be regretted that a difference of opinion on a matter really of such little moment should interfere to prevent their cordial co-operation in one of such vital importance. So far as my own knowledge enables me to form a discriminating opinion, the truth seems to lie in the *juste milieu*. In the training college the student is thoroughly instructed in the principles of education, and in the most approved methods of teaching the various subjects, while frequent opportunities are afforded him of acquiring a practical knowledge of his profession in the model and practising schools connected with the college. But this is not all. Under the different lecturers he receives systematic instruction in classics, mathematics, English literature, grammar, and the other branches usually taught in an elementary school, and is thus fitted, both in theory and in practice, to enter with advantage on the active work of his profession. Thorough as this training undoubtedly is, attendance, wherever practicable, on the literary classes of the university ought to be encouraged, not so much with the view of acquiring new knowledge, as of deepening and quickening what has already been acquired. In this way the advantages of the university may be combined with those of the training college, and the student be better prepared to meet the varied requirements of the elementary school in Scotland.

An experience of ten years' inspection convinces me that our schoolmasters have kept pace with the advancing intelli-

gence of the age, and are now more thoroughly educated, and in every way more highly qualified for the efficient discharge of their important duties than they formerly were. While several causes have conspired to bring about this satisfactory result, much is undoubtedly owing to the indirect as well as direct influence of your Lordships' Minutes.

#### ATTAINMENTS OF CHILDREN.

Religious  
knowledge.

This indispensable branch of education continues to receive that time and attention which its importance demands. In none of the aided schools is it marked below *fair*, while in the larger number it is marked *good*, and in not a few cases *excellent*. The methods of instruction are various, and in all the text-books are the Bible and the Shorter Catechism. One of the questions set at the recent examination for certificates of merit had reference to the best method of teaching the Shorter Catechism to children. In revising the papers I was rather disappointed to find so few answer this question in a really satisfactory manner. Some proposed to commence with the abstract character of God and his relations to man, both before and after the fall, some with the creation and fall of man with its consequences, and only a few with the less abstruse, and, to a child, certainly much more intelligible questions on the duties which God requires of man, or, in other words, with the second or practical part of the catechism, leaving the first or doctrinal part to a later period, when the child's mind has become more matured and better able to comprehend the abstract character of God, &c. &c. This would in a great measure obviate the objection so often urged against teaching the catechism to children, and do more justice to a work expressly composed "to be a Directory for catechising such as are of weaker capacity." It must be allowed, however, that in many schools of my district no subject is better taught than the catechism.

Reading.

On referring to my notes of inspection, I find that the reading in the junior division is, generally speaking, satisfactory, while in the higher classes of many schools there are still the same leading defects of monotony and want of proper expression, to which I have called attention in former reports. The importance of good reading is, I fear, not generally appreciated in the class from which a large proportion of the pupils in our elementary schools is derived. Hence the difficulty, so often experienced by the teacher, of inducing the more advanced pupils to give the requisite amount of time and attention to the subject. To be able to read is all they aim

at. Fluency, ease, emphasis, and proper expression are not felt necessities, and therefore receive little or no attention. This is much to be regretted, as a paragraph in a newspaper, now happily within the reach of all, to be intelligently understood must be read with fluency and ease. It may be added that in no branch are the evils of irregular attendance and early withdrawal more apparent than in reading.

Since the volunteer movement became so general, drill has <sup>Drill.</sup> been introduced into several schools, and with the best results. In St. John's school, Hamilton, I had the pleasure of seeing the older boys, who had been formed into a cadet corps under officers of their own selection, go through their drill under the superintendence of a serjeant of the line. The importance of such exercises cannot be over-estimated, and it is to be hoped that they will be more generally introduced into our larger schools, wherever the services of a qualified instructor can be secured.

I am glad to be able to announce a considerable advance <sup>Needle-</sup> since the date of my last report. The number of industrial <sup>work, &c.</sup> departments has steadily increased, so that few of the aided schools are now without some provision for instructing the girls in sewing and knitting. In domestic economy, however, <sup>Domestic</sup> the instruction is still almost wholly confined to reading with <sup>economy.</sup> the senior girls some elementary work on the subject, and occasionally prescribing short essays on the more interesting and useful topics. From the difficulty experienced in establishing a simple industrial department in connexion with the mixed school, anything farther than this is, I fear, for the present at least, all but impossible in Scotland.

#### PUPIL-TEACHERS.

I have much pleasure in again reporting favourably on the <sup>Pupil-</sup> character and conduct of the apprentices in my district. With <sup>teachers.</sup> few exceptions they performed their various duties in the school in such a way as to merit fairly my commendation, while their written exercises, generally speaking, gave evidence of careful tuition, and diligent home preparation. Too little attention, however, is still paid to map-drawing and composition. In many cases they are almost wholly neglected, from a mistaken idea that the one is of but little moment, while the other will come spontaneously. Where such an erroneous impression exists it is vain to look for any improvement, and I avail myself of every opportunity of disabusing the minds of masters, and of urging on pupil-teachers the great importance of both subjects. But in several schools a contrary practice



prevails in reference to map-drawing, and with a most satisfactory result. The geography lesson is occasionally given from a map drawn by the pupil-teacher on the blackboard. This interests the class, and every eye is intently fixed on the board, where the section of the country, forming the subject of the lesson, slowly emerges from the dark background, and leaves on the young mind an impression far more lively and enduring than if the places had been merely indicated on an ordinary map and in the usual way. In composition too much time has evidently been spent on the mechanical analysis, and too little on the composition of sentences. Hence I rarely find a pupil-teacher in his 3rd year, who cannot resolve any ordinary sentence into its component parts, while I as rarely meet with one in his 5th year, who can write a few consecutive sentences in an easy and natural style. Latin is beginning to be taken more frequently in the 4th and 5th years as an alternative exercise for grammar, and I hope soon to see this alternative extended to all the years of the apprenticeship. This has long been a desideratum in Scotland. In the parish school, the school equally of the rich and poor, a knowledge of Latin has always been considered a requisite in the master, while in the schools, from time to time, erected to supply the increasing educational wants of the country, a similar system has been followed, so far as circumstances would permit. Hence Latin has, from their first institution, formed an essential branch of instruction in our training colleges in Scotland.

#### REFORMATORIES.

Reformato-  
ries.

By the Act 23 & 24 Vict. c. 108., which was passed in last session of Parliament, it has been provided that all schools certified or sanctioned under Act 17 & 18 Vict. c. 74., shall, after 31st March 1861, receive inspection and public grants through the Home Office alone. Previous to the official announcement, I had inspected the institutions at Dumfries, Greenock, and Ayr, and found them in a very satisfactory condition as regards discipline, order, and instruction. The schools at Greenock and Ayr are now under the superintendence of masters, who had the advantage of being trained under the Rev. Archibald M'Callum, who has for many years conducted the boys' house of refuge, Duke Street, Glasgow, with much ability and undoubted success. The same admirable order and quiet energy, so characteristic of that institution, are conspicuous in them, and equally satisfactory results may be fairly expected. While I see the propriety of these schools being classed with reformatories, and placed under the

authority of the Home Office, I cannot but regret that it will no longer be my privilege to visit them, and record their progress from year to year.

I have the honor to be, &c.

CHARLES E. WILSON.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by *Her Majesty's Inspector, the Rev. THOMAS WILKINSON, A.M., on the EPISCOPAL CHURCH SCHOOLS inspected by him in SCOTLAND.*

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MY LORDS,

September 1861.

DURING the twelve months which have elapsed since I last had the honour of submitting a general report to your Lordships, I have visited and reported upon 97 schools, under separate teachers, containing in the aggregate 11,456 children of both sexes in the seven dioceses of the Scottish Episcopal Church, and ranging over all the counties of Scotland, except Sutherland, Caithness, Kinross, Berwick, and Haddington.

In these schools I have found 78 masters and mistresses holding certificates of merit, 19 uncertificated teachers, three assistant teachers, and 165 apprenticed pupil-teachers.

Particular accounts of each of these schools have already been communicated to their managing committees. The general results of my inspection for the same period will appear in the statistical summaries printed in the same volume with this report. (Appendix No. 1, Table No. 1.)

To these detailed statements there is, this year, little to be added in the way of observations respecting the state of elementary education throughout the district. The schools now in my schedule, the greater portion of which have been inspected by me for some years past, have gone on with comparatively little variation, and for the most part they are in a healthy and satisfactory condition.

#### I.—CIRCUMSTANCES OF SCHOOLS.

The school buildings in my district are many of them spacious, commodious, and well lighted; not a few excellent in all respects. Generally, the apparatus is sufficient; though now and then I have to record delay in supplying new books, and here and there slates are deficient in quantity and quality.

Though very few schools are ill ventilated, and all the new buildings are provided with the means of perfect ventilation, I observe a general indifference on the part of teachers to the use of these valuable appliances. I have very frequently found ventilators closed, and windows I have ascertained to have been unopened for days together. On this point, and the

School premises and apparatus.

Ventilation, offices.



somewhat kindred one, viz., the supervision of offices and school-yards,—a matter delicate to speak of, but of the utmost consequence as regards health, cleanliness, decency, and the growing moral habits of the children, I have felt it my duty to give every where full warning that in all flagrant cases of neglect in this particular I shall recommend the stopping of the usual payments.

## II.—INTERNAL ORGANIZATION AND MANAGEMENT OF SCHOOLS.

With the general body of teachers, both male and female, Teachers. there is every reason to be satisfied. As a body, they display aptitude and ability; and their patience, energy, and constant assiduous labour, under the common circumstances against which they all have to contend, deserve no light praise.

This new class of teachers created by your Lordships' minutes is only beginning to show itself in my district. I Probationers and assistant-teachers. have only three at work in it, and I am not at present prepared to offer any opinion on this step in our educational course.

With the character and conduct of this now large body of Pupil-teachers. young people there is on the whole good reason to be satisfied. Exceptional cases of immorality, disobedience, and incompetency appear now and then, as may reasonably be expected. Very few have been dismissed for immoral behaviour; a few have been removed for inefficiency; but the great mass remains sound, morally and intellectually.

These, generally speaking, appear to be accurately kept, Registers. though in some schools not very neatly.

I have now, I am happy to say, to record that the number Appearance of schools. of untidy schools is very small, though, especially where the number of children is large, there are instances to the contrary; but the general improvement in this respect is decided.

I have little actually to report on these. They are not yet Night schools. many in number. In Dundee three very successful ones have been opened during the past year, and a very good one also at Galashiels. These have all the elements of good in them; well qualified and experienced teachers, definite organization, suitable arrangements, careful and liberal management, intelligent and earnest scholars. Their progress is marked; the tone of each cheerful and healthy, and the discipline efficient.

## III.—SEPARATE BRANCHES OF INSTRUCTION.

In all the schools of my district the most ample provision is Religious knowledge. made for the religious and moral training of the children. It has always been a most pleasing part of my official duty to

assist in the examination of this department, and to note, from year to year, the steady advance in that knowledge which makes wise unto salvation.

**Reading.** With rare exceptions, reading is at best only fair, in many schools but moderate, in some bad. Imperfect enunciation, inattention to stops, mumbling, inaudibility, are the prevailing faults.

**Writing.** Penmanship is the subject which is best taught; in some schools it is excellent.

**Arithmetic.** This is very fairly taught in a large majority of schools. The groundwork, however, is generally neglected. Except in the best schools, notation and numeration are wholly overlooked.

I wish, therefore, that I could record that the three indispensable elements of secular education, reading, writing, and arithmetic, are receiving in my district the amount of attention they deserve, and that they are most successfully taught.

**Dictation and spelling.** These in almost all my schools are well attended to, and the condition of the children is very satisfactory.

**Geography.** Except in a few of the best schools geography is taught in a dry, old-fashioned way. The length and breadth of a country, a few facts as to capes, towns, rivers, &c., comprise the whole amount of the examination, accompanied by the map being unrolled and hanging down the blackboard. Physical geography is almost wholly overlooked.

**Grammar.** This is taught in a very elementary way. In most schools the parts of speech are merely known; in some a simple sentence can be parsed correctly; in a very few, analysed. Still I find that boys answer very often most ungrammatically, using improper modes of speech; and some pupil-teachers rarely write sentences in which there is not some fault of grammar, and especially of punctuation; the latter is a most prevailing fault.

**History.** This is taught in very few schools, in a desultory manner, and unsatisfactory.

**Drawing.** This study is not cultivated among the schools of my district.

**Music.** I am happy to record that the condition of many of my schools in this branch of instruction continues to be very satisfactory, the demand for teachers possessing a knowledge of vocal and instrumental music still increasing.

**Other subjects.** Latin and Greek are still subjects of instruction in about half a dozen schools. What is done, however, in this way hardly deserves notice.

**Industrial work.** Needlework is professedly taught in almost all the schools of my district, except the poorest. In mixed schools it is not

so well done as in separate female schools. In these latter, in the opinion of competent judges, the work is done on the whole satisfactorily.

These are few in number in my district, being chiefly in the city of Edinburgh, and there the work is most carefully looked after, and the promise very good. Infant schools.

I now beg leave to lay before your Lordships a few brief statistics of the condition, &c. of the schools in each of the seven dioceses of the Scottish Episcopal Church.

It is satisfactory to record an increase in the number of schools, and a general improvement in the quality of the education in this diocese. A very important industrial school, under the immediate auspices of the bishop, and conducted by a highly certificated teacher from Durham, numbering about 200 girls, is in successful operation in the town of Aberdeen. A large boys' school in the same town has also been opened under a certificated master and the supervision of an energetic committee of management. Of the remaining 18 schools of the diocese all are going on steadily and satisfactorily. At Fraserburgh and Whiterashes very handsome schools have been erected under the auspices of Lord Saltoun and Captain Ramsay of Barra. In all their fittings and arrangements these schools are the most complete in my extensive district. Aberdeen.

There has been no increase in the number of schools in this diocese. The quality of the general instruction imparted continues to be good and sound; the teachers and their apprentices are giving general satisfaction, and are maintaining, under able supervision, the character and usefulness of their several schools. St. Andrew's, Dundee, and Dunblane.

In this distant diocese the schools are doing well. Nothing can be more satisfactory than the condition of the large schools of Ballachulish, Lochgilphead, Ardrishaig, Poltalloch, in each of which are highly qualified certificated teachers. In the remaining schools of Duror, Fasnacloich, North Ballachulish, and Millport, the instruction is elementary, but it is most successfully imparted. Argyll and Isles.

The chief educational interest of this diocese is centered in Dundee, where, through the efforts of many enlightened friends of education, and a most energetic body of clergymen, not only are the original large and successful schools maintaining their high character of usefulness, but large evening schools have been recently opened. Brechin.

At Lochee a large flourishing day and evening school has been opened under the best promises in a spacious new building. In the other parts of the diocese the work of education is being satisfactorily carried on. In the schools of Stranathra



and Skaterow, owing to the long-continued illness of the late incumbent, a little languor was on the occasion of my last visit perceptible. I have little doubt, however, that the anxious desire of the late excellent Mr. Ironside will be carried out by his successor, and that the two above-named schools will soon resume their former vigour and usefulness.

Edinburgh.

During the past year the schools of this diocese continued to merit the active support of their patrons. There has been an increase in the number of schools, and a large accession to the number of children in attendance.

Glasgow and  
Galloway.

Two important schools have been added to the list in this diocese, at Girvan and at Jordan Hill, near Glasgow. Except in one school I have nothing to record but what is satisfactory. In the case alluded to, I have signified to the Revd. manager that a change of teacher is indispensable.

Moray and  
Ross.

No change of importance has taken place in this diocese since my last report. The schools, under certificated masters and judicious supervision, are going on generally satisfactorily.

I have the honor to be, &c.

T. WILKINSON.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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APPENDIX No. 2.

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REPORTS OF HER MAJESTY'S INSPECTORS (WITH  
TABLES) ON TRAINING COLLEGES.

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LIBRARY  
OF  
UNIVERSITY OF ILLINOIS



ix No. 2.

COLLEGES.

BLES.

p. 1.)

(1.) Building, Enlargement and Scientific  
of TEACHERS; LECTURES

BOOKS, MAPS, DIARIES, SCIENTIFIC APPARATUS		TOTAL AMOUNT GRANTED.		
Amount granted.	Amount subscribed.			
s. d.	£ s.	£	s.	d.
17 10½	424 8	51,770	14	6½
19 0¼	486 8	26,108	17	4¼
0 0	7 18	2,864	15	0¼
0 0¼	41 8	41,698	11	2½
1 2½	413 8			
0 0	54 6			
19 8½	205 18	39,227	5	1½
0 0	55 14	31,610	0	1¼
10 1¼	96 14			
10 9	28 17	13,562	14	1
6 8	41 17			
15 11	53 17	12,162	9	3
10 0	25			

## APPENDIX No. 2.

## TRAINING COLLEGES.

## TABLES.

(No. 1.)

STATEMENT OF GRANTS awarded to TRAINING COLLEGES (with Amount subscribed by Promoters, and Total Cost) on account of—(1.) Building, Enlargement, or Improvement (see Table No. II., p. xlix., Note\*). (2.) Books, Maps, and Diagrams, and Scientific Apparatus (3.) STUDENTS examined and passed; QUEEN'S SCHOLARS; CERTIFICATED ASSISTANT TEACHERS; LECTURERS; and GENERAL EXPENSES;—between Years 1839 and 1861, inclusive.

TRAINING COLLEGE.		BUILDING, ENLARGEMENT, OR IMPROVEMENT.			BOOKS, MAPS, DIAGRAMS, AND SCIENTIFIC APPARATUS.			AMOUNTS GRANTED ON ACCOUNT OF					TOTAL	
		Amount granted.	Amount subscribed.	Total Cost.	Amount granted.	Amount subscribed.*	Total Cost.	Students.	Queen's Scholars.	Certificated Assistant Teachers.	Lecturers.	General Expenses (under arrangements antecedent to 1846, and not extended to other classes of schools).	AMOUNT GRANTED.	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
CHURCH OF ENGLAND.	Cheltenham, Male - - - - -	4,900 0 0	12,497 9 6	17,397 9 6	170 17 10½	424 8 5½	595 6 3¾	13,976 10 0	17,800 5 0	373 15 0	925 0 0	-	51,770 14 6½	
	" Female - - - - -				219 19 0½	486 3 7½	706 2 7¾	5,688 0 0	7,628 6 8	308 0 0	-	-		
	Highbury (Metropolitan), Male - - - - -	4,860 15 0	14,919 6 5	19,780 1 5	114 0 0	7 13 5	21 13 5	7,991 0 0	12,404 5 0	368 18 4	250 0 0	-	26,108 17 4½	
	Peterborough, Male - - - - -	-	-	-	20 0 0½	41 2 5¾	61 2 6	796 0 0	1,999 10 0	49 5 0	-	-	2,864 15 0½	
	NATIONAL SOCIETY'S, at	Battersea, Male - - - - -	3,790 0 0	4,194 13 6	7,984 13 6	206 1 2½	413 8 10	619 10 0½	16,424 0 0	20,297 5 0	406 5 0	475 0 0	-	41,698 11 2½
		Chelsea, St. Mark's, Male - - - - -	8,192 15 5	26,362 1 7	34,554 17 0	100 0 0	54 6 10	154 6 10	14,313 0 0	15,489 10 0	204 0 0	825 0 0	-	39,227 5 1½
		Whitlands, Female - - - - -	4,770 0 0	5,661 7 5	10,431 7 5	102 19 8½	205 19 7	308 19 3½	12,050 6 8	14,107 13 4	366 10 0	275 0 0	-	31,610 0 1½
		Caermarthen, Male - - - - -	4,845 0 0	9,155 15 11	14,000 15 11	100 0 0	55 14 0	155 14 0	3,522 0 0	3,793 0 0	95 16 8	450 0 0	-	13,562 14 1
		Bishop's Stortford (Rochester), Female - - - - -	3,224 0 0	8,393 7 8	11,617 7 8	14 10 9	28 17 5	43 8 2	3,473 6 8	5,141 13 4	296 13 4	-	-	12,162 9 3
		Brighton (Chichester), Female - - - - -	2,000 0 0	6,368 3 8	8,368 3 8	183 6 8	41 13 4	125 0 0	5,141 13 4	5,141 13 4	296 13 4	-	-	7,016 5 0
		Bristol (Gloucester and Bristol, and Oxford), Female - - - - -	5,275 0 0	10,728 19 5	16,003 19 5	26 15 11	53 11 11	80 7 10	7,991 0 0	12,404 5 0	368 18 4	250 0 0	-	13,806 18 0½
		Caernarvon, Male - - - - -	2,150 0 0	3,257 19 10	5,407 19 10	7 10 0	25 0 0	32 10 0	3,076 13 4	5,218 0 0	176 0 0	-	-	6,856 18 11
		Chester, Male - - - - -	3,762 6 8	7,276 1 10	11,038 8 6	61 4 8½	130 5 1	191 9 9½	2,353 13 4	2,036 5 0	58 15 0	175 0 0	-	18,041 8 4½
		Chichester, Male - - - - -	1,171 0 0	3,760 1 10	4,931 1 10	83 5 7	179 16 7	263 2 2	6,190 0 0	7,345 15 0	155 18 4	550 0 0	-	5,955 18 1½
	Culham (Oxford), Male - - - - -	6,000 0 0	13,233 4 0	19,233 4 0	37 8 4½	99 12 8	137 1 0½	1,746 0 0	2,986 5 0	-	-	-	19,031 11 2	
	Derby (Lichfield), Female - - - - -	2,000 0 0	4,680 5 0	6,680 5 0	52 13 1½	27 16 7	80 9 8½	5,005 0 0	7,384 15 0	259 15 0	275 0 0	-	8,573 4 2½	
	DIOCESAN, at -	Durham, Male - - - - -	2,930 15 0	4,022 10 11½	6,953 5 11½	83 9 6	166 19 1	250 8 7	2,600 13 4	3,561 11 8	318 0 0	-	-	15,335 4 8½
		" Female - - - - -	2,645 0 0	3,859 15 0	6,504 15 0	123 11 8	11 15 11	35 7 7	5,189 0 0	7,055 10 0	-	75 0 0	-	5,326 17 54
		Exeter, Male - - - - -	2,000 0 0	7,657 5 9	9,657 5 9	193 11 2	286 10 4½	263 9 9	4,482 0 0	5,902 5 0	-	-	-	12,409 18 4½
		Norwich, Female - - - - -	1,304 10 0	2,422 12 5	3,727 2 5	65 3 0½	198 6 8½	263 9 9	2,022 0 0	3,408 0 0	151 3 4	-	-	6,889 15 9½
		Salisbury, Female - - - - -	2,500 0 0	6,372 16 10	8,872 16 10	19 16 8	9 18 4	29 15 0	4,532 0 0	5,483 5 0	203 0 0	275 0 0	-	13,046 3 4½
		Saltley (Worcester), Male - - - - -	6,313 8 2	10,044 15 5	16,358 3 7	4 2 5½	8 4 11	12 7 4½	4,532 0 0	5,483 5 0	203 0 0	275 0 0	-	20,529 12 9½
		Truro (Exeter), Female - - - - -	1,500 0 0	1,500 0 0	3,000 0 0	52 18 4½	126 2 10	179 1 2½	4,973 10 0	8,663 5 0	156 5 0	250 0 0	-	3,084 0 11½
		Warrington (Chester), Female - - - - -	3,890 0 0	2,240 19 0	6,130 19 0	347 19 2	521 3 9½	522 0 0	6,124 13 4	8,554 10 0	161 0 0	-	-	18,735 10 0
		Winchester, Male - - - - -	-	-	-	6 0 11½	12 1 10	18 2 9½	2,475 0 0	3,634 10 0	-	75 0 0	-	6,229 18 3½
		York (York and Ripon), Male - - - - -	-	-	-	5 6 8	10 13 4	16 0 0	8,082 10 0	10,828 10 0	377 10 0	650 0 0	-	30,188 4 1½
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, Male - - - - -	4,975 0 0	7,708 15 5	12,683 15 5	45 8 3½	90 16 6	136 4 9½	2,305 6 8	2,781 16 8	64 0 0	-	-	-	34,532 9 11
		" Female - - - - -	5,103 7 6	16,536 15 3	21,640 2 9	6 6 8	12 13 5	19 0 1	8,058 16 8	11,009 3 4	196 5 0	450 0 0	-	5,407 0 0
		" at Stockwell, Surrey, Female - - - - -	5,100 0 0	14,338 14 4	19,438 14 4	100 0 0	49 1 5	149 1 5	3,988 3 3	5,540 7 6	80 0 0	-	-	2,161 1 6
	WESLEYAN, in Horseferry Road, Westminster, Male - - - - -	-	-	-	13 16 6	27 13 1	41 9 7	727 0 0	1,420 5 0	-	-	-	-	30,847 8 9
		" Female - - - - -	5,049 10 0	33,101 9 3	38,150 19 3	220 17 1	809 2 8	1,029 19 9	7,259 0 0	10,548 5 0	173 0 0	1,050 0 0	-	31,449 5 0½
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, Holborn, Female - - - - -	6,000 0 0	1,600 0 0	7,600 0 0	110 0 0	29 18 3	40 18 3½	16,601 6 8	13,411 18 4	415 0 0	-	-	-	9,865 16 8
Hammersmith, Male - - - - -		3,900 0 0	9,630 0 8	13,530 0 8	10 0 0	50 0 0	150 0 0	2,570 0 0	3,876 16 8	-	-	-	4,105 15 0	
St. Leonard's-on-Sea, Female - - - - -		-	-	-	11 0 0½	29 18 3	40 18 3½	16,601 6 8	13,411 18 4	415 0 0	-	-	7,092 16 8½	
ROMAN CATHOLIC, at -	Liverpool, Mount Pleasant, Female - - - - -	-	-	-	10 0 0	6 16 9	16 16 9	2,199 0 0	3,535 0 0	222 15 0	-	-	43,358 10 1½	
	Edinburgh, Male - - - - -	4,255 0 0	4,799 4 7½	9,054 4 7½	9 1 8	26 12 4	35 14 0	1,344 0 0	2,545 15 0	200 0 0	-	-	28,172 18 8½	
	" Female - - - - -	-	-	-	16 0 0	39 10 5	55 10 5	1,344 0 0	2,545 15 0	200 0 0	-	-	2,622 16 1½	
CHURCH OF SCOTLAND, at	Glasgow, Male - - - - -	7,592 8 0	9,900 3 3	17,492 11 3	49 6 0½	107 13 1	156 19 1½	2,492 13 4	4,443 13 4	94 0 0	-	-	18,000 0 0	
	" Female - - - - -	-	-	-	13 4 0	6 12 1	19 16 1	6,961 0 0	10,413 15 0	-	550 0 0	-	13,500 0 0	
	Glasgow, Male - - - - -	-	-	-	16 18 7½	33 17 4	50 15 11½	4,362 6 8	5,362 5 0	-	-	-	10,750 0 0	
FREE CHURCH IN SCOTLAND, at	Edinburgh, Male - - - - -	4,492 10 0	7,369 11 0	11,862 1 0	4 19 5	4 19 5	9 18 10	6,045 10 0	7,418 2 6	158 2 6	175 0 0	-	27,110 12 11	
	" Female - - - - -	-	-	-	193 2 0	100 17 3	295 19 3	2,835 6 8	2,686 1 8	-	-	-	43,358 10 1½	
	Glasgow, Male - - - - -	3,000 0 0	7,098 7 6	10,098 7 6	154 17 3½	369 0 4	523 17 7½	12,296 6 8	14,499 15 0	102 10 0	1,050 0 0	-	28,172 18 8½	
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), Male - - - - -	-	-	-	100 0 0	54 15 6	154 15 6	5,175 17 10	5,476 13 4	10 0 0	-	-	-	2,622 16 1½	
	NATIONAL SCHOOL SOCIETY - - - - -	-	-	-	58 5 10½	106 11 10	164 17 8½	7,360 0 0	8,888 5 0	20 12 6	875 0 0	-	18,000 0 0	
	BRITISH AND FOREIGN SCHOOL SOCIETY - - - - -	-	-	-	186 16 0	43 8 1	130 4 1	4,759 17 8	3,124 1 8	-	-	-	13,500 0 0	
CHURCH OF SCOTLAND - - - - -	-	-	-	6 17 1½	13 14 4	20 11 5½	1,175 4 0	1,390 15 0	50 0 0	-	-	10,750 0 0		
TOTAL		129,492 5 9	280,692 14 3½	410,185 0 0½	3,336 1 8½	5,813 13 0½	9,149 14 8½	234,576 12 9	305,041 13 4	6,681 18 4	9,675 0 0	42,250 0 0	731,053 11 10½	

\* Only such subscriptions appear here as have been raised to meet Government Grants. A much larger sum has been expended upon items under this head to which the Government Grants have not extended.

† Grants for Scientific Apparatus.

‡ Grants on account of Scholars holding Exhibitions.

	Number who quitted the College at the end of 1861.	Number of new Admissions in 1862.	Number of Students resident in March 1862.		
			Queen's Scholars.	Others.	Total.
Cheltenham, <i>Mal</i>	56	53	92	6	98
" <i>Fem</i>	33	32	58	1	59
Highbury (Metro)	44	49	84	—	84
Peterborough, <i>M</i>	32	28	43	3	46
	49	39	91	2	93
	53	57	101	7	108
NATIONAL SOCIETY	51	53	109	—	109
	25	6	24	4	28
	34	35	56	—	56
	25	27	44	5	49
	44	45	79	1	80
	22	14	12	15	27
	35	23	40	2	42
	13	6	18	1	19
	44	50	61	14	75
	21	22	42	—	42
	23	27	52	—	52
DIOCESAN, at -	12	20	45	1	46
	24	31	38	5	43
	—	40	36	4	40
	24	25	40	10	50
	37	36	65	1	66
	43	44	78	5	83
	20	21	25	7	32
	62	64	100	2	102
	15	13	16	4	20
	51	49	75	1	76
	23	23	27	5	32
BRITISH AND FOREIGN	51	73	94	1	95
"	52	78	96	3	99
"	20	32	19	13	32
WESLEYAN, in Horsefer	40	42	71	1	72
	33	35	48	4	52
"	88	92	139	1	140
HOME AND COLONIAL S	22	41	42	8	50
ROMAN CATHOLIC, at -	22	21	26	6	32
	37	39	69	1	70
	49	59	87	15	102
	50	61	75	28	103
CHURCH OF SCOTLAND,	43	55	79	7	86
	31	42	32	33	65
	54	56	103	1	104
	45	51	80	12	92
FREE CHURCH IN SCOT	58	62	78	17	95
	37	66	35	58	93
PISCOPAL CHURCH IN	16	4	7	1	8
TOTAL	1,663	1,841	2,731	316	3,047



(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &amp;c.

TRAINING COLLEGE.										Number of Officers.		Number of Students resident in December 1861.			Number who quitted the College at the end of 1861.	Number of new Admissions in 1862.	Number of Students resident in March 1862.		
										In College (including Principal).	In Practising School (exclusive of Pupil-teachers).	Queen's Scholars.	Others.	Total.			Queen's Scholars.	Others.	Total.
CHURCH OF ENGLAND.	Cheltenham, <i>Male</i>	-	-	-	-	-	-	-	-	10	2	97	4	101	56	53	92	6	98
	" <i>Female</i>	-	-	-	-	-	-	-	-	9	1	56	4	60	33	32	58	1	59
	Highbury (Metropolitan), <i>Male</i>	-	-	-	-	-	-	-	-	4	1	78	1	79	44	49	84	—	84
	Peterborough, <i>Male</i>	-	-	-	-	-	-	-	-	4	1	40	10	50	32	28	43	3	46
	NATIONAL SOCIETY'S, at	Battersea, <i>Male</i>	-	-	-	-	-	-	-	9	1	103	—	103	49	39	91	2	93
		Chelsea, St. Mark's, <i>Male</i>	-	-	-	-	-	-	-	12	1	96	8	104	53	57	101	7	108
		Whitlands, <i>Female</i>	-	-	-	-	-	-	-	8	4	107	—	107	51	53	109	—	109
		Caermarthen, <i>Male</i>	-	-	-	-	-	-	-	5	1	39	8	47	25	6	24	4	28
		Bishop's Stortford (Rochester), <i>Female</i>	-	-	-	-	-	-	-	6	2	53	2	55	34	35	56	—	56
		Brighion (Chichester), <i>Female</i>	-	-	-	-	-	-	-	8	2	46	1	47	25	27	44	5	49
		Bristol (Gloucester and Bristol, and Oxford), <i>Female</i>	-	-	-	-	-	-	-	8	2	79	—	79	44	45	79	1	80
		Caernarvon, <i>Male</i>	-	-	-	-	-	-	-	5	—	17	18	35	22	14	12	15	27
		Chester, <i>Male</i>	-	-	-	-	-	-	-	9	1	51	3	54	35	23	40	2	42
		Chichester, <i>Male</i>	-	-	-	-	-	-	-	5	1	24	2	26	13	6	18	1	19
		Culham (Oxford), <i>Male</i>	-	-	-	-	-	-	-	6	1	52	17	69	44	50	61	14	75
		Derby (Lichfield), <i>Female</i>	-	-	-	-	-	-	-	6	1	36	5	41	21	22	42	—	42
		Durham, <i>Male</i>	-	-	-	-	-	-	-	5	—	48	—	48	23	27	52	—	52
		" <i>Female</i>	-	-	-	-	-	-	-	6	1	37	1	38	12	20	45	1	46
	DIOCESAN, at	Exeter, <i>Male</i>	-	-	-	-	-	-	-	5	1	34	2	36	24	31	38	5	43
		Lincoln, <i>Female</i>	-	-	-	-	-	-	-	4	1	—	—	—	—	40	36	4	40
		Norwich, <i>Female</i>	-	-	-	-	-	-	-	7	2	40	9	49	24	25	40	10	50
		Salisbury, <i>Female</i>	-	-	-	-	-	-	-	6	1	66	1	67	37	36	65	1	66
		Saltley (Worcester), <i>Male</i>	-	-	-	-	-	-	-	8	1	75	7	82	43	44	78	5	83
		Truro (Exeter), <i>Female</i>	-	-	-	-	-	-	-	7	1	24	7	31	20	21	25	7	32
		Warrington (Chester), <i>Female</i>	-	-	-	-	-	-	-	9	2	100	—	100	62	64	100	2	102
		Winchester, <i>Male</i>	-	-	-	-	-	-	-	6	1	21	1	22	15	13	16	4	20
		York (York and Ripon), <i>Male</i>	-	-	-	-	-	-	-	7	1	77	1	78	51	49	75	1	76
		" <i>Female</i>	-	-	-	-	-	-	-	5	1	28	4	32	23	27	5	32	1
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, <i>Male</i>	-	-	-	-	-	-	-	-	7	1	72	1	73	51	73	94	1	95
	" " at Stockwell, Surrey, <i>Female</i>	-	-	-	-	-	-	-	-	6	2	62	11	73	52	78	96	3	99
	" " at Bangor, <i>Male</i>	-	-	-	-	-	-	-	-	4	1	19	1	20	20	32	19	13	32
	WESLEYAN, in Horseferry Road, Westminster, <i>Male</i>	-	-	-	-	-	-	-	-	14	2	66	4	70	40	42	71	1	72
	" <i>Female</i>	-	-	-	-	-	-	-	-	14	2	43	7	50	33	35	48	4	52
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, <i>Female</i>	-	-	-	-	-	-	-	-	17	2	133	3	136	88	92	139	1	140
		Hammersmith, <i>Male</i>	-	-	-	-	-	-	-	7	1	29	2	31	22	41	42	8	50
	ROMAN CATHOLIC, at	St. Leonard's-on-Sea, <i>Female</i>	-	-	-	-	-	-	-	10	1	28	5	33	22	21	26	6	32
		Liverpool, Mount Pleasant, <i>Female</i>	-	-	-	-	-	-	-	10	1	61	7	68	37	39	69	1	70
		Edinburgh, <i>Male</i>	-	-	-	-	-	-	-	5	1	82	10	92	49	59	87	15	102
	CHURCH OF SCOTLAND, at	" <i>Female</i>	-	-	-	-	-	-	-	5	1	60	32	92	50	61	75	28	103
		Glasgow, <i>Male</i>	-	-	-	-	-	-	-	7	4	60	14	74	43	55	79	7	86
		" <i>Female</i>	-	-	-	-	-	-	-	7	4	33	21	54	31	42	32	33	65
		Edinburgh, <i>Male</i>	-	-	-	-	-	-	-	10	7	97	5	102	54	56	103	1	104
	FREE CHURCH IN SCOTLAND, at	" <i>Female</i>	-	-	-	-	-	-	-	10	7	60	26	86	45	51	80	12	92
		Glasgow, <i>Male</i>	-	-	-	-	-	-	-	11	4	77	14	91	58	62	78	17	95
		" <i>Female</i>	-	-	-	-	-	-	-	11	4	29	35	64	37	66	35	58	93
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), <i>Male</i>	-	-	-	-	-	-	-	-	3	1	13	7	20	16	4	7	1	8
Total										296	62	2,548	321	2,869	1,663	1,841	2,731	316	3,047



(No. 3.)

TABLE showing INCOME and EXPENDITURE of TRAINING COLLEGES, for Year ending 31 December 1861.

TRAINING COLLEGE.		FROM GOVERNMENT, ON ACCOUNT OF										FROM LOCAL SOURCES.										Total Income, including Government Grants.	Contributions to Fuel, and other extra purposes, not current.
		Certificated Students.	Queen's Scholarships.	Assistant Teachers (Amount in Grant).	Lecturers.	Books and Apparatus.	Total.	Endowment.	Annual Subscriptions, or special Donations.	Grants from Diocesan or other Boards.	Fees of Students (paid by themselves, their Relatives, or private Patrons).	Exhibitions founded by Diocesan Boards, or other Public Bodies.	Exhibitions founded by private Patrons.	Collections in Churches.	From other Sources.	Total.							
CHURCH OF ENGLAND.		Cheltenham, Male	1,717 0 0	2,327 5 0	30 0 0	503 0 0	24 0 5	4,598 5 5	-	172 15 10	-	51 0 0	-	-	-	43 0 9	266 16 7	4,865 2 0	-				
		Female	595 13 4	1,107 5 0	0 0 0	-	-	1,703 18 4	-	115 3 11	-	-	-	-	-	-	-	-	-				
		Huddersley (Metropolitan)	1,731 0 0	2,923 0 0	13 0 0	175 0 0	72 1 5	4,824 1 5	-	793 15 6	-	-	-	-	98 8 7	52 0 0	944 4 1	4,968 5 6	-				
		Peterborough	321 0 0	950 10 0	38 0 0	-	-	1,309 10 0	-	288 0 0	100 0 0	154 0 0	-	-	-	276 13 2	819 13 2	2,400 3 2	4,000 0 0				
NATIONAL SOCIETY'S		Whitlands	1,731 0 0	2,923 0 0	25 0 0	275 0 0	13 1 2	4,963 1 2	-	162 2 6	1,500 0 0	55 0 0	-	-	-	-	1,717 2 6	6,380 3 8	-				
		Bishop's Stortford (Rochester)	424 0 0	902 0 0	25 0 0	175 0 0	-	1,596 0 0	-	126 8 0	545 0 0	125 18 0	20 0 0	15 0 0	-	0 4 6	832 10 6	2,428 10 6	2,234 3 0				
		Bristol (Gloucester)	450 13 4	814 0 0	20 0 0	-	-	1,314 13 4	-	190 12 0	-	33 15 0	-	-	6 13 9	63 13 0	508 15 0	2,279 6 9	-				
		Trinity (Gloucester and Bristol, and Oxford)	961 0 8	1,437 5 0	13 0 0	-	5 3 8	2,544 1 1	-	243 16 6	-	-	-	-	-	-	294 13 9	1,439 7 1	-				
		Canterbury	400 0 0	376 15 0	25 0 0	100 0 0	12 13 4	974 8 4	-	122 2 6	400 0 0	252 2 6	-	-	31 14 6	-	233 16 6	2,843 11 0	-				
		Cheltenham	934 0 0	1,280 0 0	15 0 0	100 0 0	6 17 2	2,445 17 2	-	122 2 6	400 0 0	252 2 6	-	-	31 14 6	-	805 19 6	1,780 7 10	-				
		Cheltenham	405 0 0	610 5 0	-	-	-	1,015 5 0	-	260 17 0	-	35 0 0	-	-	-	17 0 0	457 1 8	2,562 18 10	-				
		Cullum (Oxford)	1,183 0 0	1,935 0 0	52 10 0	-	17 12 1	3,204 2 1	-	20 0 0	220 0 0	173 0 0	55 0 0	25 0 0	-	-	493 0 0	3,197 2 1	30 0 0				
		Durham (Lancashire)	483 13 4	707 5 0	22 0 0	-	14 4 7	1,254 2 1	-	234 15 0	57 19 0	65 0 0	10 0 0	15 0 0	-	87 3 0	460 17 0	1,723 19 11	450 1 0				
DIOCESEAN		Durham, Male	880 0 0	1,227 10 0	-	75 0 0	10 1 8	2,100 11 8	20 7 5	345 15 0	25 0 0	5 15 0	-	-	-	-	238 11 1	676 8 6	-				
		Female	397 6 8	730 0 0	15 0 0	-	-	1,282 6 8	-	355 0 0	15 0 0	19 8 0	-	-	-	-	-	289 8 0	1,571 14 8	-			
		Salisbury	770 0 0	952 15 0	-	-	-	1,722 15 0	100 0 0	242 4 0	21 0 0	175 8 0	12 12 0	-	-	-	452 4 0	1,775 19 0	-				
		Salisbury (Worcester)	502 0 0	774 15 0	47 0 0	-	-	1,323 15 0	-	242 4 0	21 0 0	175 8 0	12 12 0	-	-	-	452 4 0	1,775 19 0	-				
		Warminster (Worcester)	743 6 8	1,233 15 0	38 0 0	100 0 0	24 14 4	2,141 0 0	-	380 12 0	20 0 0	184 16 7	-	15 0 0	-	38 1 8	644 10 1	4,050 5 11	75 14 6				
		Warminster (Worcester)	1,513 0 0	1,878 10 0	-	175 0 0	30 5 10	3,405 13 10	-	380 12 0	20 0 0	184 16 7	-	15 0 0	-	38 1 8	644 10 1	4,050 5 11	75 14 6				
		Warminster (Worcester)	207 6 8	490 10 0	23 0 0	-	6 0 11	630 17 7	-	67 18 0	94 0 0	154 16 7	-	-	-	-	326 13 6	966 11 1	20 10 0				
		Warminster (Worcester)	1,147 6 8	1,861 5 0	25 0 0	-	-	3,034 11 8	20 0 0	606 1 0	54 0 0	83 15 0	-	-	-	-	20 0 0	3,054 11 8	-				
		York (York and Ripon), Male	1,181 0 0	1,935 0 0	6 17 6	175 0 0	-	3,204 2 1	-	207 1 11	19 2 2	12 10 0	-	-	-	-	60 5 0	3,264 11 1	4,503 0 0				
		Female	534 13 1	552 15 0	-	-	-	1,086 18 1	-	207 1 11	19 2 2	12 10 0	-	-	-	-	-	3,264 11 1	4,503 0 0				
BRITISH AND FOREIGN SCHOOL SOCIETY'S		at Borough Road, Southwark	1,683 13 4	2,604 15 0	31 0 0	200 0 0	-	4,519 8 4	-	603 6 3	34 10 0	37 10 0	-	-	-	-	18 18 0	4,583 13 2	1,205 1 6				
		at Stockwell, Surrey	2 8 0	477 0 0	-	-	-	307 0 0	-	365 11 3	100 5 0	10 5 0	-	-	-	-	-	466 16 3	772 16 3	-			
		at Banger	1,683 13 4	2,604 15 0	31 0 0	200 0 0	-	4,519 8 4	-	603 6 3	34 10 0	37 10 0	-	-	-	-	18 18 0	4,583 13 2	1,205 1 6				
WOMAN'S COLLEGE		at Horseferry Road, Westminster	1,683 13 4	2,604 15 0	31 0 0	200 0 0	-	4,519 8 4	-	603 6 3	34 10 0	37 10 0	-	-	-	-	18 18 0	4,583 13 2	1,205 1 6				
		at Horseferry Road, Westminster	1,683 13 4	2,604 15 0	31 0 0	200 0 0	-	4,519 8 4	-	603 6 3	34 10 0	37 10 0	-	-	-	-	18 18 0	4,583 13 2	1,205 1 6				
HOME AND COLONIAL SCHOOL SOCIETY'S		at Gray's Inn Road	1,731 0 0	2,923 0 0	25 0 0	275 0 0	13 1 2	4,963 1 2	-	162 2 6	1,500 0 0	55 0 0	-	-	-	-	1,717 2 6	6,380 3 8	-				
ROMAN CATHOLIC		at St. Leonard's, Surrey	507 0 0	700 0 0	38 15 0	-	-	1,245 15 0	-	1,226 2 3	-	261 5 0	-	-	-	-	112 0 0	403 5 0	4,907 11 6				
		at St. Leonard's, Surrey	507 0 0	700 0 0	38 15 0	-	-	1,245 15 0	-	1,226 2 3	-	261 5 0	-	-	-	-	112 0 0	403 5 0	4,907 11 6				
		Liverpool (Mount Pleasant)	1 0 0	301 10 0	37 0 0	-	13 0 0	1,004 10 0	-	246 18 0	205 0 0	233 15 0	-	-	-	-	306 13 9	4,785 13 9	34 4 10				
CHURCH OF SCOTLAND		at Edinburgh	1,294 0 0	3,010 10 0	-	175 0 0	-	4,479 10 0	-	247 0 0	70 5 2	233 15 0	-	-	-	-	306 13 9	4,785 13 9	34 4 10				
		at Edinburgh	1,294 0 0	3,010 10 0	-	175 0 0	-	4,479 10 0	-	247 0 0	70 5 2	233 15 0	-	-	-	-	306 13 9	4,785 13 9	34 4 10				
FREE CHURCH IN SCOTLAND		at Edinburgh	1,294 0 0	3,010 10 0	-	175 0 0	-	4,479 10 0	-	247 0 0	70 5 2	233 15 0	-	-	-	-	306 13 9	4,785 13 9	34 4 10				
		at Edinburgh	1,294 0 0	3,010 10 0	-	175 0 0	-	4,479 10 0	-	247 0 0	70 5 2	233 15 0	-	-	-	-	306 13 9	4,785 13 9	34 4 10				
EPISCOPAL CHURCH IN SCOTLAND		at Edinburgh (Minto House)	1,294 0 0	3,010 10 0	-	175 0 0	-	4,479 10 0	-	247 0 0	70 5 2	233 15 0	-	-	-	-	306 13 9	4,785 13 9	34 4 10				
		at Edinburgh (Minto House)	1,294 0 0	3,010 10 0	-	175 0 0	-	4,479 10 0	-	247 0 0	70 5 2	233 15 0	-	-	-	-	306 13 9	4,785 13 9	34 4 10				
TOTAL			38,503 13 4	48,193 10 0	1,100 2 0	2,800 0 0	193 2 1	101,500 7 1	117 7 5	3,222 10 1	8,552 1 7	1,775 3 5	110 2 0	237 10 0	57 14 1	3,126 17 0	13,032 11 7	124,779 19 6	14,273 1 7				

TRAINING COLLEGE.		EXPENDITURE.										Total.	Building and other Expenses, not included in current Expenses.			
		Tuition.	Board of all Students.	Washing of Students.	Wages of Servants.	Fuel and Lights.	Other House-keeping Expenses.	Medical Attendance.	Books and Apparatus.	Rent.	Rates, Taxes, and Insurances.			Garden, Farm House, &c.	Other current Expenses.	
CHURCH OF ENGLAND.		Cheltenham, Male	1,110 16 0	1,782 18 4	119 14 0	83 11 3	169 1 1	-	12 10 0	100 7 0	19 0 1	135 13 6	20 12 0	108 4 10	3,002 8 1	134 7 0
		Female	589 0 0	610 2 2	62 5 10	37 11 3	50 18 10	-	12 10 0	28 8 2	145 5 3	31 5 3	11 0 0	64 6 8	1,672 13 5	162 7 10
		Huddersley (Metropolitan)	1,218 0 0	1,461 3 1	132 6 5	128 9 8	209 4 0	101 13 3	17 2 2	78 12 9	-	72 10 0	24 13 10	453 13 11	3,087 9 4	82 3 6
		Peterborough	290 11 8	881 3 2	66 2 4	108 8 0	105 6 11	162 8 0	16 2 0	32 10 10	143 0 0	28 4 10	4 4 8	65 3 6	2,237 16 5	85 5 5
NATIONAL SOCIETY'S		Whitlands	1,731 0 0	2,923 0 0	25 0 0	275 0 0	13 1 2	4,963 1 2	-	162 2 6	1,500 0 0	55 0 0	-	-	1,717 2 6	-
		Whitlands	1,731 0 0	2,923 0 0	25 0 0	275 0 0	13 1 2	4,963 1 2	-	162 2 6	1,500 0 0	55 0 0	-	-	1,717 2 6	-
		Canterbury	400 0 0	376 15 0	25 0 0	100 0 0	12 13 4	974 8 4	-	122 2 6	400 0 0	252 2 6	-	-	2,843 11 0	-
		Bishop's Stortford (Rochester)	530 0 0	921 2 7	41 7 9	83 15 3	105 1 0	20 10 9	33 12 4	46 9 9	36 7 0	-	-	208 10 9	2,015 6 2	4,158 2 8
		Bristol (Gloucester)	509 17 0	639 17 2	57 6 1	41 6 8	80 2 2	28 19 11	23 1 2	34 4 5	-	-	-	46 18 10	194 7 0	1,530 11 2
		Trinity (Gloucester and Bristol, and Oxford)	962 10 0	1,437 5 0	101 9 6	75 3 4	168 8 2	25 0 0	25 0 0	68 3 5	-	-	-	50 8 2	37 16 5	477 16 2
		Canterbury	405 2 6	692 6 0	62 14 7	70 3 4	85 5 0	18 15 3	20 0 0	50 10 10	14 15 6	16 1 2	-	-	2,313 4 5	-
		Cheltenham	725 0 6	1,268 15 6	-	-	-	14 5 0	61 9 6	-	-	-	-	-	31 17 5	1,490 0 7
		Cheltenham	345 0 0	515 18 9	60 8 2	50 0 0	71 11 1	21 11 0	16 0 0	20 16 5	-	-	-	-	38 0 6	2,423 17 6
		Cullum (Oxford)	817 16 0	1,563 17 0	-	-	-	-	-	84 16 6	-	-	-	-	31 8 1	18 6 4
		Durham (Lancashire)	429 5 0	557 0 1	73 7 6	44 10 11	60 4 1	98 14 11	20 0 0	60 9 7	-	-	-	-	45 8 2	6 7 0
DIOCESEAN		Durham, Male	767 11 6	889 3 7	112 4 10	63 8 10	89 11 5	60 14 9	49 12 9	68 3 9	15 0 0	63 1 5	48 10 1	104 4 6	334 0 0	1,412 19 3
		Female	765 0 0	815 11 5	-	52 19 8	60 3 10	86 10 6	22 17 4	32 0 0	-	-	-	-	24 0 8	25 11 6
		Salisbury	511 14 0	668 9 1	64 2 9	70 0 0	72 8 0	38 1 11	105 10 8	25 17 10	73 17 0	-	-	-	13 3 7	174 10 7
		Salisbury (Worcester)	326 0 0	645 18 2	97 3 8	32 19 6	66 9 11	20 5 7	15 7 0	35 3 7	19 18 0	65 15 0	-	-	0 7 0	16 4 0
		Salisbury (Worcester)	529 9 6	918 2 0	85 5 8	70 7 9	66 9 11	20 5 7	15 7 0	35 3 7	19 18 0	65 15 0	-	-	0 7 0	16 4 0
		Warminster (Worcester)	1,087 17 1	1,465 0 3	166 9 9	136 1 9	159 3 5	71 10 7	28 3 0	125 1 3	22 0 0	103 13 3	24 3 11	200 11 2	2,005 11 10	22 10 0
		Warminster (Worcester)	1,082 10 0	1,462 11 8	8 5 0	38 9 0	52 19 10	17 4 6	9 0 1	39 8 4	-	-	-	-	11 5 0	10 11 4
		Warminster (Worcester)	570 0 0	1,274 12 8	78 14 7	69 14 0	101 2 1	204 17 7	17 15 1	38 0 0	-	-	-	-	64 4 9	30 0 0
		Warminster (Worcester)	303 0 0	550 5 9	56 8 5	68 4 6	74 11 9	9 16 6	10 0 0	25 15 3	70 13 4	16 1 9	6 15 11	22 11 7	2,482 4 0	195 5 5
		York (York and Ripon), Male	957 10 0	1,879 3 7	-	177 8 0	160 4 8	269 15 11	23 5 3	59 17 0	-	-	-	-	103 5 11	1,310 10 9
		Female	952 10 0	1,877 12 4	45 12 0	35 5 0	60 3 11	25 17 1	15 2 4	18 4 0	-	-	-	-	40 4 6	74 10 9
BRITISH																

## EXPENDITURE.

TRAINING COLLEGE.		Tuition.	Board of all Residents.	Washing of Students.	Wages of Servants.	Fuel and Lights.	Other House-keeping Expenses.	Medical Attendance.	Books and Apparatus.	Rent.	Rates, Taxes, and Insurances.	Garden, Farm House, &c.	Other current Expenses.	Total.	Building and other Expenses, not included in current Expenses.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.	Cheltenham, Male	1,110 15 0	1,782 15 4	119 14 0	83 11 3	160 1 1	-	12 10 0	100 7 0	19 0 1	135 13 6	20 12 0	108 4 10	3,022 8 1	134 7 0
	Female	589 0 0	619 2 2	52 5 10	37 11 3	50 18 10	-	12 10 0	28 8 2	145 5 3	31 5 3	11 0 0	64 6 8	1,672 13 5	102 7 10
	Huddersley (Metropolitan)	1,248 0 0	1,461 3 1	132 6 5	153 9 3	200 4 0	101 13 3	17 2 2	78 12 9	-	72 10 0	24 13 10	453 13 11	3,057 9 4	82 3 6
	Peterborough	509 11 8	581 3 2	56 2 4	108 8 0	105 6 11	102 8 0	16 2 0	32 10 10	148 0 0	28 4 10	4 14 8	65 3 6	2,227 16 5	85 5 5
NATIONAL SOCIETY'S.	Whitlands	1,310 0 0	2,193 2 4	326 15 5	188 13 9	263 10 0	152 5 5	50 0 0	115 8 0	223 3 4	184 12 10	91 16 0	231 7 5	5,034 3 7	13 4 6
	Whitlands	1,310 0 0	2,193 2 4	326 15 5	188 13 9	263 10 0	152 5 5	50 0 0	115 8 0	223 3 4	184 12 10	91 16 0	231 7 5	5,034 3 7	13 4 6
	Caernarvon	550 0 0	921 2 7	51 7 9	82 13 3	105 4 0	20 10 9	33 12 4	48 9 9	-	36 7 0	-	208 10 9	2,015 6 2	4,158 2 8
	Bishop's Stortford (Rochester)	325 0 0	900 1 7	71 10 0	30 10 0	139 19 5	90 7 9	37 12 5	34 12 0	-	36 7 0	-	208 10 9	2,015 6 2	4,158 2 8
	Lichfield (Gloucester)	309 17 0	630 17 3	57 6 1	41 6 8	80 2 2	28 19 11	23 1 2	34 4 5	-	46 18 10	9 10 1	114 7 0	1,520 11 2	31 4 10
	Bristol (Gloucester and Bristol, and Oxford)	562 10 0	816 9 1	101 9 6	75 3 4	75 3 4	80 8 2	25 0 0	64 3 5	-	50 8 2	37 16 5	177 16 2	2,313 4 5	-
	Canterbury	405 2 6	662 6 0	52 14 7	70 3 4	85 5 0	18 15 3	20 0 0	50 10 10	14 15 6	16 1 2	-	51 17 5	1,180 0 7	29 16 0
	Cheltenham	355 0 0	515 18 9	60 8 2	50 0 0	71 11 1	21 11 0	16 0 0	20 16 5	-	73 2 6	38 0 6	225 4 6	2,123 17 0	102 11 6
	Cullum (Oxford)	817 16 0	1,563 15 0	-	-	-	-	-	61 9 0	-	31 8 1	18 6 4	48 18 11	1,230 18 10	94 11 2
	Durham (Lancashire)	459 5 0	567 0 1	73 7 6	44 16 11	60 4 1	28 14 11	50 0 0	60 9 7	-	45 8 2	-	82 15 2	2,588 13 8	250 19 4
	Durham, Male	707 11 6	839 5 7	112 4 10	63 8 10	86 11 5	60 14 9	49 13 9	68 3 9	15 0 0	53 1 5	48 10 4	104 4 6	2,238 7 10	606 15 0
DIOCESEAN.	Female	707 11 6	839 5 7	112 4 10	63 8 10	86 11 5	60 14 9	49 13 9	68 3 9	15 0 0	53 1 5	48 10 4	104 4 6	2,238 7 10	606 15 0
	Female	707 11 6	839 5 7	112 4 10	63 8 10	86 11 5	60 14 9	49 13 9	68 3 9	15 0 0	53 1 5	48 10 4	104 4 6	2,238 7 10	606 15 0
	Exeter	341 14 0	668 0 15	61 2 9	70 9 0	72 8 0	38 1 11	-	105 10 8	35 17 10	79 17 0	13 3 7	174 10 7	1,884 6 6	98 13 4
	Norwich	355 0 0	615 13 5	97 3 8	32 10 8	66 9 11	20 5 7	15 7 0	35 3 7	19 13 0	65 13 0	0 7 0	16 4 0	1,390 5 9	-
	Salisbury	529 9 6	918 2 0	85 8 8	70 7 9	96 5 0	150 9 0	20 10 0	99 5 7	24 3 0	57 4 8	-	55 8 10	2,005 11 10	22 10 0
	St Albans (Worcester)	1,057 17 1	1,465 0 3	166 9 9	136 1 9	159 3 5	71 10 7	28 3 0	150 1 3	22 0 0	103 13 3	28 3 11	200 11 2	3,594 15 5	-
	Truro (Exeter)	162 10 0	322 11 8	8 5 0	38 9 0	22 10 10	17 4 6	9 0 1	39 8 4	-	11 5 0	10 11 4	6 15 7	3,082 12 0	195 5 5
	Warrington (Gloucester)	570 0 0	1,274 12 8	78 14 7	62 14 0	184 2 1	204 17 7	17 15 1	38 0 0	-	64 4 9	30 0 0	-	2,482 4 0	-
	Winchester	563 0 0	550 5 9	56 8 5	68 4 6	54 14 9	9 16 6	10 0 0	25 18 3	70 13 4	16 1 9	0 15 11	22 11 7	1,310 10 9	4,159 5 0
	York (York and Ripon), Male	957 10 0	1,579 3 7	-	177 8 0	160 4 8	269 15 11	23 5 3	50 17 0	-	100 5 11	-	74 10 9	3,172 4 1	-
	Female	957 10 0	1,579 3 7	-	177 8 0	160 4 8	269 15 11	23 5 3	50 17 0	-	100 5 11	-	74 10 9	3,172 4 1	-
BRETHREN AND FOREIGN SCHOOL SOCIETY'S.	in Leamouth Road, Southwark	1,958 0 0	1,831 14 1	99 0 0	147 3 8	129 19 0	129 13 0	30 0 0	45 14 6	101 10 2	291 1 0	-	182 6 1	3,884 11 9	2,406 6 3
	at St. Andrew, Surrey	410 0 0	815 12 2	77 17 5	88 7 6	213 5 1	64 10 5	20 6 10	14 19 11	90 4 0	102 13 0	-	306 13 2	2,784 19 7	-
	at Bangor	275 0 0	539 12 0	35 4 0	-	27 0 0	-	22 0 0	31 9 1	-	12 2 6	-	6 11 0	888 18 7	65 0 0
WELFARE, in Horseferry Road, Westminster		1,328 10 0	1,575 19 6	100 4 9	194 17 4	293 11 7	32 12 0	84 5 6	278 5 4	32 0 0	108 9 9	67 3 9	144 10 0	4,320 10 0	858 2 3
HUME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road		1,570 19 6	1,698 5 4	265 0 0	119 2 8	245 13 0	245 0 0	82 7 2	412 6 9	275 1 7	158 9 9	-	44 12 0	4,847 1 2	254 13 8
ROMAN CATHOLIC, at -	St. Paul's, London	500 5 0	546 2 7	75 5 0	60 0 0	100 14 10	211 0 10	17 15 3	61 13 8	17 15 0	37 8 9	-	-	1,077 12 9	-
	Liverpool (Mount Pleasant)	480 9 0	849 13 6	45 19 7	60 0 0	100 14 10	211 0 10	17 15 3	61 13 8	17 15 0	37 8 9	-	-	1,077 12 9	-
	Edinburgh	1,242 15 8	715 0 0	110 15 0	-	57 9 7	13 16 2	25 0 0	102 14 7	-	58 9 1	51 8 10	165 5 3	2,312 5 5	40 0 0
CHURCH OF SCOTLAND, at -	Edinburgh	1,242 15 8	715 0 0	110 15 0	-	57 9 7	13 16 2	25 0 0	102 14 7	-	58 9 1	51 8 10	165 5 3	2,312 5 5	40 0 0
	Edinburgh	1,242 15 8	715 0 0	110 15 0	-	57 9 7	13 16 2	25 0 0	102 14 7	-	58 9 1	51 8 10	165 5 3	2,312 5 5	40 0 0
FREE CHURCH IN SCOTLAND, at -	Edinburgh	1,242 15 8	715 0 0	110 15 0	-	57 9 7	13 16 2	25 0 0	102 14 7	-	58 9 1	51 8 10	165 5 3	2,312 5 5	40 0 0
	Edinburgh	1,242 15 8	715 0 0	110 15 0	-	57 9 7	13 16 2	25 0 0	102 14 7	-	58 9 1	51 8 10	165 5 3	2,312 5 5	40 0 0
BISHOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House)		1,380 2 10	109 0 0	-	46 0 0	27 17 0	56 16 2	22 10 0	242 19 6	10 0 0	39 5 7	-	157 17 6	2,207 8 7	561 0 2
	Edinburgh	1,380 2 10	109 0 0	-	46 0 0	27 17 0	56 16 2	22 10 0	242 19 6	10 0 0	39 5 7	-	157 17 6	2,207 8 7	561 0 2
TOTAL.		29,583 10 6	37,023 0 4	3,240 10 11	3,125 15 1	4,570 10 9	8,015 14 1	1,069 11 5	5,325 12 8	2,371 1 3	2,070 14 11	780 1 7	6,025 2 7	98,450 5 6	15,869 14 0





(No. 4.)

TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1861 (exclusive of Cost of Practising School).

TRAINING COLLEGE.	Average Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.				AMOUNT OF ANNUAL COST <i>per Student</i> UNDER EACH HEAD, AND IN THE AGGREGATE.				PER-CENTAGE OF TOTAL EXPENDITURE UNDER EACH OF THE THREE HEADS.		
		Tuition and other Expenses of Instruction.	Board, Fuel, and other Expenses of Keep.	Permanent Establishment Charges, &c.	Total.	I.	II.	III.	Total.	I.	II.	III.
		I.	II.	III.								
Bangor (British and Foreign School Society's) -	20	£ 306 9 1	£ 563 16 0	£ 18 13 6	£ 888 18 7	£ 15 6 6	£ 28 3 9	£ 0 18 8	£ 44 8 11	34.48	63.42	2.1
Battersea (National Society's) -	104	1,425 8 0	3,145 15 3	763 0 4	5,334 3 7	13 14 1	30 5 0	7 6 8	51 5 9	26.72	58.98	14.3
Borough Road (British and Foreign School Society's) -	74	1,103 14 6	1,920 0 0	874 17 3	3,898 11 9	14 18 4	25 18 11	11 16 5	52 13 8	28.31	49.25	22.44
Carmarthen (National Society's) -	47	576 9 9	1,232 12 8	245 3 9	2,045 6 2	12 5 4	26 0 8	5 4 4	43 10 4	28.19	59.82	11.99
Carnarvon (Church of England) -	47	497 2 4	909 4 2	82 14 1	1,488 0 7	10 11 6	19 6 11	1 13 2	31 13 7	33.36	61.07	5.55
Chelsea, St. Mark's, (National Society's) -	106	1,815 18 5	3,487 18 1	385 13 6	5,690 10 0	17 2 7	32 18 1	3 13 0	53 13 8	31.91	61.29	6.8
Chester (Diocesan) -	54	806 9 6	1,283 0 6	334 7 6	2,423 17 6	14 18 8	23 15 2	6 3 10	44 17 8	33.27	52.93	13.8
Cheltenham -	101	1,290 3 0	2,188 14 8	283 10 0	3,692 8 1	12 1 7	21 13 5	2 16 2	36 11 2	33.04	59.28	7.68
Chichester (Diocesan) -	26	375 16 5	765 9 0½	98 13 4½	1,239 18 10	14 9 1	29 8 9	3 15 11	47 13 9	30.31	61.73	7.96
Culham (Oxford Diocesan) -	69	902 12 6	1,563 15 0	122 6 2	2,588 13 8	13 1 8	22 13 3	1 15 5	37 10 4	34.87	60.41	4.72
Durham (Diocesan) -	49	775 15 3¼	1,241 16 3	290 16 3½	2,238 7 10	15 16 7	25 6 10	4 10 2	45 13 7	34.65	55.48	9.87
Edinburgh (Scottish Episcopal) -	18	189 8 0	457 7 2	164 7 4	811 2 6	10 10 5	25 8 2	9 2 8	45 1 3	23.35	56.38	20.27
Exeter (Diocesan) -	37	647 4 8	912 12 10	324 9 0	1,884 6 6	17 9 10	24 3 4	8 15 4	50 8 6	34.35	48.44	17.21
Hammersmith (Roman Catholic)*	42	416 1 5	1,606 7 7	55 3 9	2,077 12 9	9 18 2	38 4 11	1 6 3	49 9 4	20.03	77.32	2.65
Metropolitan (Church of England)†	84	1,326 12 9	2,079 18 8	550 17 9	3,957 9 2	15 15 10	24 15 3	6 11 2	47 2 3	33.52	52.56	13.92
Peterborough (Church of England)	48	602 2 6	1,379 10 11	246 3 0	2,227 16 5	12 10 10	28 14 10	5 2 7	46 8 3	27.02	61.93	11.05
Saltley (Worcester Diocesan) -	83	1,213 18 4	2,026 8 9	354 8 4	3,594 15 5	14 12 6	24 8 3	4 5 5	43 6 2	33.77	56.37	9.86
Winchester (Diocesan) -	24	488 18 3	738 9 11	122 2 7	1,349 10 9	20 7 5	30 15 5	5 1 9	56 4 7	36.23	54.72	9.05
York and Ripon (Diocesan) -	78	1,038 7 0	1,955 17 5	177 19 8	3,172 4 1	13 6 3	25 1 6	2 5 8	40 13 5	32.73	61.65	5.62
	1,111				50,604 14 2			Average	45 10 11			
Bishop's Stortford (Rochester Diocesan) -	57	429 12 0	1,270 7 2	418 12 11	2,118 12 1	7 10 9	22 5 9	7 6 11	37 3 5	20.28	59.96	19.76
Brighton (Chichester Diocesan) -	48	395 1 11½	924 13 3½	200 15 11	1,520 11 2	8 4 7	19 5 3	4 3 8	31 13 6	25.98	60.81	13.21
Bristol (Gloucester and Bristol and Oxford Diocesan) -	80	620 13 5	1,126 10 2½	566 0 9½	2,313 4 5	7 15 2	14 1 8	7 1 6	28 18 4	26.83	48.7	24.47
Cheltenham -	52	608 8 2	812 8 1	251 17 2	1,672 13 5	10 6 3	13 15 5	4 5 4	28 7 0	36.38	48.57	15.05
Derby (Lichfield Diocesan) -	38	469 14 7	833 3 6	90 1 2	1,412 19 3	11 13 2	19 16 9	2 2 11	33 12 10	34.65	58.97	6.38
Durham (Diocesan) -	38	407 0 0	728 2 8½	100 1 0	1,235 3 8½	10 14 2	19 3 3	2 12 8	32 10 1	32.94	58.96	8.1
Gray's Inn Road (Home and Colonial School Society's) -	140	1,723 6 3	2,588 14 9	478 3 2	4,847 4 2	12 14 9	18 9 4	3 8 4	34 12 5	36.79	53.34	9.87
Liverpool (Roman Catholic) -	68	530 8 1	1,065 1 9	716 15 7	2,312 5 7	7 16 0	15 13 3	10 10 10	34 0 1	22.94	46.06	31.0
Norwich (Diocesan) -	49	391 3 7	868 0 2	131 2 0½	1,390 5 9½	7 19 8	17 14 3	2 13 6	28 7 5	28.14	62.43	9.43
Saint Leonard's-on-Sea (Roman Catholic) -	35	511 6 8	973 2 3½	387 2 9½	1,871 11 9	14 12 2	27 16 1	11 1 3	53 9 6	27.32	51.99	20.69
Salisbury (Diocesan) -	67	628 15 1	1,350 0 3	116 16 6½	2,095 11 10½	9 7 8	20 3 0	1 14 10	31 5 6	30.0	64.43	5.57
Stockwell (British and Foreign School Society's) -	75	424 19 11	1,420 8 5	539 11 3	2,384 19 7	5 13 4	18 18 9	7 3 11	31 16 0	17.82	59.55	22.63
Truro (Exeter Diocesan) -	33	221 18 4½	558 1 8½	28 11 11	808 12 0½	6 14 6	16 18 3	0 17 4	24 10 1	27.44	69.02	3.54
Warrington (Chester Diocesan) -	100	608 0 0	1,780 0 0	94 4 9	2,482 4 9	6 1 7	17 16 0	0 18 10	24 16 5	24.49	71.71	3.8
Whitlands (National Society's)†	109	1,465 4 8	2,066 19 7	444 1 10	3,976 6 1	13 8 10	18 19 3	4 1 6	36 9 7	36.85	51.98	11.17
York and Ripon (Diocesan) -	32	400 14 0	648 12 8	102 3 10	1,151 10 6	12 10 5	20 5 5	3 3 10	35 19 8	34.8	56.33	8.87
	1,032				33,593 15 11¾			Average	32 11 0			
Edinburgh (Church of Scotland) -	177	1,335 9 7	See Note    to Table No. 3. p. 251			7 10 0						
Edinburgh (Free Church) -	191	1,958 0 0				10 5 0						
Glasgow (Church of Scotland) -	127	1,356 17 6				10 13 8						
Glasgow (Free Church) -	151	1,627 0 0				10 15 6						
Westminster (Wesleyan) -	125	1,586 15 4				12 13 11½	18 19 5	2 17 11	34 11 3	36.73	54.89	8.38

\* For nine months only. See p. 364.

† The account is for year ending 31 March 1861.

‡ The returns from this College include the Practising Schools.

# TABULATED RESULTS OF EXAMINATION, CHRISTMAS 1861.

Per-centage in each Subject of Candidates examined who obtained Marks of Excellent, Good, or Fair.

\*\* The letter (L) under any subject denotes that a Lecturer at the public expense is retained in the College.

## MALE STUDENTS OF THE FIRST YEAR.

Name of College.	Total No. of Students.	Religious Knowledge.					Catechism.					English Grammar.					Geography.				
		No. taking the Sub-ject.	Excell-ent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excell-ent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excell-ent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excell-ent.	Good.	Fair.	Total.
Bangor	20	—	3·77	56·60	28·30	88·67	—	—	—	—	—	—	—	—	—	—	20	—	—	—	—
Baltersca	53	53	—	—	—	—	53	—	—	—	—	—	—	—	—	—	53	—	—	—	—
Borough Road	53	53	—	—	—	—	53	—	—	—	—	—	—	—	—	—	53	—	—	—	—
Carmarthen	24	24	—	12·50	33·33	45·83	24	—	—	—	—	—	—	—	—	—	24	—	—	—	—
Cannarvon	21	21	—	14·28	42·86	57·14	21	—	—	—	—	—	—	—	—	—	21	—	—	—	—
Chelsea	53	53	13·21	54·72	26·41	94·34	53	—	9·43	77·36	86·79	53	—	—	—	—	53	—	—	—	—
Cheltenham	54	53	1·88	54·72	37·74	94·34	53	—	22·64	62·26	84·90	53	—	—	—	—	53	—	—	—	—
Chester	29	29	—	10·34	37·93	48·27	29	—	6·90	72·41	79·31	29	—	—	—	—	29	—	—	—	—
Chichester	14	14	—	7·14	50·00	57·14	14	—	—	100·00	100·00	14	—	—	—	—	14	—	—	—	—
Culham	28	28	11·53	47·86	35·71	53·57	28	—	—	67·86	87·66	28	—	—	—	—	28	—	—	—	—
Durham	26	26	—	12·31	42·31	96·15	26	—	—	69·23	96·15	26	—	—	—	—	26	—	—	—	—
Edinburgh (Epis. Ch.)	6	6	—	16·66	50·00	66·66	6	—	18·67	83·33	100·00	6	—	—	—	—	6	—	—	—	—
" (Ch. of Sc.)	64	62	1·61	11·29	39·68	72·58	62	1·61	29·03	56·45	87·09	62	—	—	—	—	62	—	—	—	—
" (Free Ch.)	54	53	—	50·95	45·28	96·23	52	7·69	42·31	38·46	88·46	53	—	—	—	—	53	—	—	—	—
Exeter	18	16	—	25·00	50·00	75·00	16	—	18·75	68·75	87·50	16	—	—	—	—	16	—	—	—	—
Glasgow (Ch. of Sc.)	47	47	—	40·43	51·03	91·49	47	—	17·50	55·32	85·10	47	—	—	—	—	47	—	—	—	—
" (Free Ch.)	51	49	—	28·57	44·90	73·47	40	—	—	37·50	75·00	49	—	—	—	—	49	—	—	—	—
Hammersmith	8	8	—	—	—	—	8	—	—	—	—	8	—	—	—	—	8	—	—	—	—
Highbury	57	57	3·51	59·65	31·58	94·74	57	—	42·11	56·14	98·25	57	—	—	—	—	57	—	—	—	—
Peterborough	23	21	—	19·05	23·81	42·86	21	—	4·76	47·62	52·38	21	—	—	—	—	21	—	—	—	—
Salisbury	46	44	—	15·91	65·91	81·82	44	—	4·54	50·00	54·54	44	—	—	—	—	44	—	—	—	—
Westminster	43	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Winchester	10	10	—	40·00	50·00	90·00	10	—	30·00	70·00	100·00	10	—	—	—	—	10	—	—	—	—
York	40	40	5·00	10·00	55·00	70·00	40	—	22·50	65·00	87·50	40	—	—	—	—	40	—	—	—	—
Average -	-	-	2·55	33·85	42·78	79·18	-	0·71	21·41	60·06	82·18	-	0·24	9·03	49·04	57·31	-	-	3·85	46·51	50·36



Tabulated Results of Examination, Christmas 1861—Male Students of the First Year—continued.

Name of College.	Total No. of Students.	English History.				Arithmetic.				Euclid.				Algebra.						
		No. taking the Sub-ject.	Excellent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excellent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excellent.	Good.	Fair.	Total.				
Bangor -	20	20	—	20·00	20·00	20	—	25·00	25·00	20	10·00	55·00	25·00	90·00	17	—	—	17·65	17·65	
Battersea -	53	53	3·77	35·85	39·62	53	7·55	56·60	64·15	53	33·96	54·72	9·43	98·11	53	5·66	45·28	50·94	50·94	
Borough Road -	53	53	1·89	39·62	41·51L	53	7·55	37·73	45·28	53	24·53	66·04	9·43	100·00	53	3·77	18·87	22·64	22·64	
Carmarthen -	24	24	—	—	—	24	—	41·66	41·66	22	4·54	45·45	31·82	81·81	23	—	—	4·35	4·35	
Carnarvon -	21	21	—	—	—	21	—	19·05	19·05	21	42·86	42·86	14·28	100·00	20	—	—	10·00	10·00	
Chelsea -	53	53	3·77	30·19	33·96L	53	3·77	18·87	22·64	53	32·07	43·40	18·87	94·34	28	3·57	21·43	25·00	25·00	
Cheltenham -	54	52	7·69	48·08	55·77L	52	3·77	35·85	39·62	53	45·29	39·62	15·09	100·00	53	—	—	18·87	18·87	
Chester -	29	29	—	10·34	10·34	29	10·34	41·38	51·72	29	20·69	62·07	6·90	89·66	29	—	—	—	—	
Chichester -	14	14	—	—	—	14	—	42·86	42·86	14	—	64·28	21·43	85·71	14	—	—	7·14	7·14	
Culham -	28	28	3·57	3·57	7·14	28	—	17·86	17·86	28	7·14	50·00	35·72	92·86	25	—	—	12·00	12·00	
Durham -	26	26	—	15·38	15·38	26	7·69	34·62	42·31	26	34·62	53·85	3·84	92·31	26	3·84	30·77	34·61	34·61	
Edinburgh (Epis. Ch.) -	6	6	16·66	16·67	33·33	6	None.				16·66	16·66	16·66	83·33	5	—	—	40·00	40·00	
" (Ch. of Scot.) -	64	62	—	11·29	11·29	62	3·22	25·81	29·03	62	11·29	50·00	24·19	85·48	18	—	—	—	—	
" (Free Ch.) -	54	53	1·89	11·32	13·21	53	9·43	26·42	35·85	52	11·54	69·23	17·31	98·08	16	—	—	12·50	12·50	
Exeter -	18	16	—	18·75	18·75	16	18·75	18·75	37·50	16	18·75	62·50	6·25	87·50	16	—	—	30·43	30·43	
Glasgow (Ch. of Scot.) -	47	47	—	17·02	17·02	47	10·64	25·53	36·17	47	17·02	63·83	17·02	97·87	46	—	—	12·50	12·50	
" (Free Church) -	51	49	—	—	—	49	6·12	14·28	20·40	46	8·69	50·00	28·26	86·95	32	—	—	14·29	14·29	
Hammersmith -	8	8	—	—	—	8	—	50·00	50·00	8	—	75·00	25·00	100·00	7	—	—	14·29	14·29	
Highbury -	57	57	12·28	35·09	47·37L	57	8·77	35·09	43·86	57	28·07	50·88	14·03	92·98	57	1·76	17·54	19·30	19·30	
Peterborough -	23	21	—	4·76	4·76	21	9·52	33·33	42·85	21	4·76	71·43	19·05	95·24	20	—	—	30·00	30·00	
Saltley -	46	44	—	9·09	9·09	44	2·27	18·18	20·45	44	2·27	43·18	40·91	86·36	42	—	—	2·38	2·38	
Westminster -	43	43	2·33	30·23	32·56	43	6·98	58·14	65·12	43	44·18	46·51	6·98	97·67	42	4·76	26·19	30·95	30·95	
Winchester -	10	10	—	10·00	10·00	10	20·00	30·00	50·00	10	40·00	50·00	10·00	100·00	10	—	10·00	30·00	40·00	
York -	40	40	—	10·00	10·00L	40	7·50	37·50	45·00	40	55·00	37·50	7·50	100·00	32	—	—	28·12	28·12	
Average	—	—	2·41	19·42	21·83	—	—	6·14	31·93	33·07	—	23·42	52·79	17·60	93·81	—	0·30	1·50	20·21	22·01

Name of College.	Total No. of Students.	Latin.				Music.				School Management.				Reading.			
		No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.
Bangor -	20	3		—	33·33	33·33	19	—	5·26	26·32	31·58	20	—	—	20·00	45·00	65·00
Battersea -	53	—	—	—	—	—	53	13·21	52·82	26·42	92·45	53	—	1·88	90·57	92·45	81·13
Borough Road -	53	—	—	—	—	—	49	—	8·16	32·65	40·81	53	—	1·89	86·79	88·68	58·49
Carnarthen -	24	1	—	—	100·00	100·00	20	15·00	20·00	35·00	70·00	24	—	—	41·66	41·66	50·00
Carnarvon -	21	1	—	—	100·00	100·00	20	—	—	20·00	20·00	21	—	—	66·66	66·66	57·14
Chelsea -	53	25	—	20·00	60·00	80·00	52	3·85	9·61	28·85	42·31	53	—	—	81·13	81·13	60·38
Cheltenham -	54	—	—	—	—	—	52	1·92	11·54	32·69	46·15	53	—	5·66	90·57	96·23	54·71
Chester -	29	—	—	—	—	—	22	—	4·54	18·18	22·72	29	—	3·45	62·07	65·52	75·86
Chichester -	14	—	—	—	—	—	12	—	—	8·33	8·33	14	—	7·14	57·14	64·28	100·00
Culham -	28	3	—	—	33·33	33·33	26	—	7·69	34·61	42·30	28	—	—	53·57	53·57	75·00
Durham -	26	—	—	—	—	—	18	—	5·56	5·55	22·22	26	—	3·84	61·54	65·38	38·46
Edinburgh (Epis. Ch.) -	6	1	—	—	—	—	5	—	—	—	—	6	—	—	33·33	33·33	16·66
„ (Ch. of Scot.) -	64	62	—	22·58	41·93	64·51	49	—	4·08	20·41	24·49	62	1·61	64·52	29·03	95·16	100·00
„ (Free Ch.) -	54	35	—	8·57	37·14	45·71	43	—	2·32	16·28	18·60	53	—	67·93	28·30	96·23	98·11
Exeter -	18	—	—	—	—	—	13	—	7·69	30·77	38·46	16	—	—	68·75	68·75	89·75
Glasgow (Ch. of Scot.) -	47	1	—	—	100·00	100·00	28	—	42·86	42·85	83·71	47	—	34·04	55·52	89·36	89·36
„ (Free Ch.) -	51	14	—	—	64·29	64·29	28	—	7·14	30·77	35·71	49	—	40·82	51·02	91·84	100·00
Hammersmith -	8	1	—	—	—	—	7	—	—	28·57	28·57	8	12·50	37·50	50·00	100·00	100·00
Highbury -	57	—	—	—	—	—	56	8·93	8·93	35·71	53·57	57	—	8·51	96·49	100·00	84·21
Peterborough -	23	1	—	100·00	—	100·00	21	—	14·29	42·85	57·14	21	—	—	80·95	80·95	42·85
Satley -	46	1	—	—	100·00	100·00	31	3·23	3·23	12·90	19·35	44	—	2·27	93·18	95·45	62·22
Westminster -	43	1	—	—	100·00	100·00	42	4·76	19·05	26·19	50·00	43	—	6·98	72·09	79·07	74·42
Winchester -	10	—	—	—	—	—	10	—	20·00	20·00	40·00	10	—	—	80·00	80·00	70·00
York -	40	8	—	12·50	62·50	75·00	26	—	15·38	34·62	50·00	40	—	—	85·00	85·00	65·00
Average -	—	—	—	15·19	47·47	62·66	—	3·28	13·11	27·63	44·02	—	0·24	15·54	67·83	83·61	73·89

Tabulated Results of Examination, Christmas 1861—Male Students of the First Year—continued.

Name of College.	Total No. of Students.	Spelling.				Pennanship.				Welsh.				Gaelic.			
		No. taking the Sub-ject.	Excellent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	
Bangor	20	20	80'00	20'00	100'00	100'00	20	—	10'00	35'00	45'00	13	7'69	46'15	38'46	92'30	—
Battersea	53	53	98'11	1'89	100'00	100'00	53	—	16'98	64'15	81'13	—	—	—	—	—	—
Borough Road	53	53	84'91	15'09	100'00	100'00	53	—	35'85	58'49	94'34	1	—	100'00	—	100'00	—
Carmarthen	24	24	91'66	—	91'66	91'66	24	—	25'00	66'66	91'66	—	—	—	—	—	—
Carnarvon	21	21	80'95	—	80'95	80'95	21	—	9'52	47'62	57'14	8	—	37'50	37'50	75'00	—
Chelsea	53	53	100'00	—	100'00	100'00	53	—	11'32	66'04	77'36	—	—	—	—	—	—
Cheltenham	54	53	98'11	—	98'11	98'11	53	—	5'66	88'68	94'34	—	—	—	—	—	—
Chester	29	29	96'55	—	96'55	96'55	29	—	24'14	68'97	93'11	—	—	—	—	—	—
Chichester	14	14	100'00	—	100'00	100'00	14	—	21'43	57'14	78'57	—	—	—	—	—	—
Culham	28	28	92'86	3'57	96'43	96'43	28	—	21'43	75'00	96'43	—	—	—	—	—	—
Durham	26	26	100'00	—	100'00	100'00	26	—	11'54	69'23	80'77	—	—	—	—	—	—
Edinburgh (Epis. Ch.)	6	6	100'00	—	100'00	100'00	6	—	16'66	50'00	66'66	—	—	—	—	—	—
„ (Ch. of Scot.)	64	62	70'97	9'68	80'65	80'65	62	3'23	54'84	41'93	100'00	—	—	—	—	—	66'66
„ (Free Ch.)	54	53	66'04	20'75	86'79	86'79	53	—	64'15	35'85	100'00	—	—	—	—	—	66'66
Exeter	18	16	100'00	—	100'00	100'00	16	—	25'00	50'00	75'00	—	—	—	—	—	28'57
Glasgow (Ch. of Scot.)	47	47	78'72	8'51	87'23	87'23	47	—	57'45	40'42	97'87	—	—	—	—	—	71'43
„ (Free Church)	51	49	63'27	20'40	83'67	83'67	49	—	59'18	38'78	97'96	—	—	—	—	—	—
Hammersmith	8	8	87'50	12'50	100'00	100'00	8	—	50'00	37'50	87'50	—	—	—	—	—	33'33
Highbury	57	57	96'49	3'51	100'00	100'00	57	—	15'79	80'70	96'49	—	—	—	—	—	66'67
Peterborough	23	21	100'00	—	100'00	100'00	21	—	28'57	66'67	95'24	—	—	—	—	—	100'00
Saltley	46	44	90'91	—	90'91	90'91	44	—	15'91	72'73	88'64	—	—	—	—	—	66'67
Westminster	43	43	83'72	13'95	97'67	97'67	43	—	27'90	69'77	97'67	—	—	—	—	—	—
Winchester	10	10	100'00	—	100'00	100'00	10	—	—	80'00	80'00	—	—	—	—	—	—
York	40	40	87'50	2'50	90'00	90'00	40	—	10'00	85'00	95'00	—	—	—	—	—	—
Average	—	—	87'23	6'63	93'86	93'86	—	0'24	28'55	61'21	90'00	—	4'55	45'45	36'36	86'36	90'91



Name of College.	Total No. of Students.	Religious Knowledge.					Liturgy.			Grammar.				Geography.							
		No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.					
Battersea	49	49	—	—	28·57	28·57	49	—	63·27	36·73	100·00	48	—	54·17	45·83	100·00	48	2·08	50·00	47·92	100·00L
Borough Road	18	—	—	—	—	—	—	—	—	—	—	18	—	27·78	72·22	100·00	18	5·56	88·88	5·56	100·00
Carmarthen	18	14	—	—	14·29	14·29	14	—	14·29	78·57	92·86	14	—	—	57·14	57·14	14	—	42·86	35·71	78·57
Carnarvon	11	11	—	—	18·18	27·27	11	—	9·09	45·45	54·54	11	—	9·09	36·36	45·45	11	—	45·45	54·55	100·00
Chelsea	46	46	2·18	17·39	50·00	69·57	46	—	19·57	63·04	82·61	46	—	47·82	50·00	97·82	46	6·52	54·35	36·95	97·82
Cheltenham	46	44	—	—	25·00	25·00	44	—	36·36	63·04	100·00	44	—	54·55	45·45	100·00	44	6·82	45·45	47·73	100·00L
Chester	22	22	—	—	18·18	18·18	22	—	13·64	77·27	90·91	22	—	22·73	77·27	100·00	22	4·54	45·46	50·00	100·00
Chichester	11	11	—	—	—	—	11	—	—	54·55	54·55	11	—	9·09	54·55	63·64	11	—	9·09	54·55	63·64
Culham	39	39	—	—	5·13	5·13	39	—	12·82	56·41	69·23	39	—	—	46·15	46·15	39	5·13	25·64	64·10	94·87
Durham	22	22	—	—	31·82	31·82	22	—	18·18	72·72	90·90	22	—	31·82	59·09	90·91	22	—	50·00	50·00	100·00
Edinburgh (Epis. Ch.)	9	8	—	—	25·00	25·00	8	—	—	50·00	50·00	8	12·50	—	50·00	62·50	8	—	50·00	50·00	100·00
" (Ch. of Scot.)	27	27	—	55·55	37·04	92·59	27	—	22·22	62·96	85·18	27	—	29·63	51·85	81·48L	26	—	11·54	50·00	61·54
" (Free Ch.)	46	46	—	45·65	34·78	80·43	46	—	39·13	41·30	80·43	46	—	41·30	54·35	95·65	46	—	6·52	69·57	76·09
Exeter	17	17	—	—	—	—	17	—	5·88	64·71	70·59	17	—	35·29	52·94	88·23	17	—	47·06	52·94	100·00
Glasgow (Ch. of Scot.)	27	27	—	40·74	37·03	77·77	26	—	42·31	53·84	96·15	27	—	7·40	55·56	62·96	27	—	7·40	70·37	77·77
" (Free Church)	38	33	—	18·42	63·16	81·68	32	—	18·75	50·00	68·75	33	—	28·95	60·52	89·47	37	—	—	29·73	29·73
Hammersmith (R.C.)	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	36·36	45·45	81·81
Highbury	22	22	—	9·09	63·63	72·72	22	—	45·45	54·55	100·00	22	—	22·72	68·18	90·90	22	—	50·00	50·00	100·00L
Peterborough	21	21	—	—	—	—	21	—	19·05	42·86	61·91	21	—	—	33·33	33·33	21	—	33·33	61·91	95·24L
Saltley	35	34	—	—	5·88	5·88	34	—	2·94	67·65	70·59	34	—	23·53	70·59	94·12	34	—	—	94·12	94·12L
Westminster	26	—	—	—	—	—	—	—	—	—	—	—	—	26·92	65·38	92·30L	26	—	46·15	46·15	92·30L
Winchester	11	11	—	—	—	—	11	—	18·18	63·63	81·81	11	—	—	81·81	81·81	11	—	—	72·72	72·72
York	37	37	—	—	21·62	21·62	37	—	13·51	64·87	78·38	37	—	43·95	51·35	97·30	37	—	43·24	56·76	100·00L
Average	—	—	0·18	11·90	27·84	39·92	—	—	25·05	57·14	82·19	—	0·16	29·79	54·99	84·94	—	1·80	33·17	52·71	87·68

Tabulated Results of Examination, Christmas 1861—Male Students of the Second Year—continued.

Name of College.	Total No. of Students.	English History.				Arithmetic.				Music.				School Management.							
		No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.					
Battersea -	49	48	2·08	22·92	43·75	68·75	48	25·00	33·33	22·92	81·25	45	—	26·66	60·00	86·66	48	—	47·92	50·00	97·92
Borough Road	18	18	33·33	61·11	5·56	100·00 L.	18	27·78	—	11·11	38·89	18	—	22·22	66·66	88·88	18	—	11·11	72·22	83·33
Carnarthen -	18	14	—	35·71	42·86	78·57 L.	14	—	—	50·00	50·00	8	—	25·00	50·00	75·00	14	—	14·29	42·85	57·14
Carnarvon -	11	11	—	45·45	27·27	72·72	11	9·09	9·09	18·18	36·36	10	—	10·00	40·00	50·00	11	—	27·27	45·45	72·72
Chelsea -	46	45	11·11	60·00	24·44	95·55 L.	46	8·70	17·39	32·61	58·70	46	2·18	17·39	56·52	76·09	46	—	17·39	73·91	91·30
Cheltenham -	46	44	20·45	65·91	13·64	100·00 L.	44	9·09	29·54	22·73	61·36	44	—	11·36	40·91	52·27	44	—	40·91	56·82	97·73
Chester -	22	22	—	9·09	54·54	63·63	22	—	40·91	27·27	68·18	20	—	15·00	75·00	90·00	22	—	4·54	59·09	63·63
Chichester -	11	11	—	—	54·55	54·55	11	9·09	9·09	9·09	27·27	10	—	—	30·30	30·30	11	—	18·18	18·18	36·36
Culham -	39	39	—	12·82	51·28	64·10	39	—	10·26	20·51	30·77	36	—	13·89	61·11	75·00	39	—	12·82	56·41	69·23
Durham -	22	22	—	13·64	68·18	81·82	22	9·09	13·64	27·27	50·00	19	—	10·53	26·31	36·84	22	—	50·00	50·00	100·00
Edinburgh (Epis. Ch.)	9	8	—	25·00	25·00	50·00	8	12·50	12·50	25·00	50·00	7	—	14·29	28·57	42·86	8	—	25·00	62·50	87·50
" (Ch. of Scot.)	27	27	—	14·82	33·33	48·15	27	—	18·52	22·22	40·74	27	—	3·70	37·04	40·74	27	—	59·26	40·74	100·00
" (Free Ch.)	46	46	—	8·70	34·78	43·48	46	6·52	17·39	4·35	28·26	36	—	—	33·33	33·33	46	—	73·92	23·91	97·83
Exeter -	17	17	—	11·76	64·71	76·47	17	—	5·88	29·41	35·29	17	—	5·88	29·41	35·29	17	—	29·41	52·94	82·35
Glasgow (Ch. of Scot.)	27	27	—	14·81	66·67	81·48	27	—	7·41	25·92	33·33	22	—	31·82	45·45	77·27	27	—	29·63	59·25	88·88
" (Free Church)	38	36	—	2·78	41·66	44·44	38	2·63	5·26	5·26	13·15	20	—	5·00	30·00	35·00	38	—	10·53	57·89	68·42
Hammersmith (R. C.)	22	22	—	40·91	50·00	90·91	22	9·09	—	31·82	40·91	21	—	9·52	23·81	33·33	22	—	36·36	63·64	100·00
Highbury -	22	22	—	45·45	45·45	90·90 L.	22	9·09	45·45	18·18	72·72	22	—	13·64	45·45	59·09	22	—	59·09	36·36	95·45
Peterborough -	21	21	—	33·33	66·67	100·00	21	—	4·76	9·53	14·29	21	—	23·81	47·62	71·43	21	—	—	52·38	52·38
Saltley -	35	34	—	32·35	55·88	88·23	34	5·88	17·65	23·53	47·60	32	—	3·13	25·00	28·13	34	2·94	50·00	41·18	94·12
Westminster -	26	26	—	69·23	26·92	96·15	26	11·54	15·38	19·23	46·15	26	—	23·07	42·31	26·92	26	—	7·69	61·54	69·23
Winchester -	11	11	—	18·18	45·45	63·63	11	9·09	18·18	18·18	45·45	10	—	10·06	20·00	30·00	11	—	—	45·45	45·45
York -	37	37	—	13·51	37·84	51·35 L.	37	5·40	27·03	29·73	62·16	31	—	19·35	48·39	67·74	37	—	5·40	59·47	64·87
Average -	—	—	3·45	29·11	41·45	74·01	—	7·53	17·51	21·40	46·48	—	1·28	14·96	43·43	59·07	—	0·16	30·44	52·21	82·81

Name of College.	Total No. of Students.	Reading.				Spelling.				Penmanship.				Physical Science.						
		No. taking the Exercise.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.				
Battersea	- 49	49	—	42·86	42·86	85·72	49	95·92	4·08	100·00	48	—	18·75	68·67	85·42	9	11·11	44·44	44·44	100·00
Borough Road	- 18	18	—	—	44·44	44·44	18	94·44	5·56	100·00	18	—	38·89	61·11	100·00	—	—	—	—	—
Carnarthen	- 18	14	—	—	64·28	64·28	14	85·71	14·29	100·00	14	—	28·57	57·14	85·71	—	—	—	—	—
Canarvon	- 11	11	—	45·45	36·36	81·81	11	54·55	45·45	100·00	11	—	27·27	54·54	81·81	—	—	—	—	—
Chelsea	- 46	46	—	41·30	50·00	91·30	46	95·65	4·35	100·00	46	—	6·52	63·04	69·56	7	—	71·43	71·43	
Cheltenham	- 46	44	—	34·09	50·00	84·09	44	68·18	22·72	90·90	44	—	18·18	59·09	77·27	28	—	7·14	53·57	
Chester	- 22	22	—	4·54	68·19	72·73	22	100·00	—	100·00	22	4·54	50·00	36·36	90·90	13	—	15·38	46·15	
Chichester	- 11	11	—	18·18	63·64	81·82	11	100·00	—	100·00	11	—	18·18	45·45	63·63	6	—	26·67	16·67	
Culham	- 39	39	—	12·82	64·10	76·92	39	94·87	5·13	100·00	39	—	17·95	61·54	79·49	13	—	—	—	—
Durham	- 22	22	—	4·55	68·18	72·73	22	90·91	9·09	100·00	22	—	18·18	68·18	86·36	—	—	—	—	—
Edinburgh (Epis. Ch.)	9	9	—	—	33·33	33·33	8	75·00	25·00	100·00	8	—	12·50	50·00	62·50	—	—	—	—	—
„ (Ch. of Scot.)	27	27	—	62·96	37·04	100·00	27	70·37	18·52	88·89	27	—	59·26	40·74	100·00	—	—	—	—	—
„ (Free Ch.)	46	46	17·39	43·48	36·96	97·83	46	73·91	15·22	89·13	46	2·18	73·91	23·91	100·00	—	—	—	—	—
Exeter	- 17	17	—	23·53	35·29	58·82	17	82·35	17·65	100·00	17	5·88	23·53	64·71	94·12	—	—	—	—	—
Glasgow (Ch. of Scot.)	27	27	—	18·52	74·07	92·59	27	81·48	7·40	88·88	27	—	74·07	22·22	96·29	24	—	16·67	63·66	83·33L
„ (Free Ch.)	38	38	26·32	73·68	—	100·00	38	65·79	21·05	86·84	38	2·63	71·05	26·32	100·00	—	—	—	—	—
Hammersmith (R.C.)	22	22	—	36·36	45·45	81·81	22	86·36	13·64	100·00	22	4·54	40·91	54·55	100·00	—	—	—	—	—
Highbury	- 22	22	—	22·73	63·63	86·36	22	77·27	18·18	95·45	22	—	4·55	36·36	40·91	—	—	—	—	—
Peterborough	- 21	21	—	19·05	38·09	57·14	21	85·71	14·29	100·00	21	—	38·10	57·14	95·24	—	—	—	—	—
Saltley	- 35	35	—	11·43	68·57	80·00	34	73·53	17·65	91·18	34	—	23·53	50·00	73·53	—	—	—	—	—
Westminster	- 26	26	—	11·54	65·38	76·92	26	73·03	26·92	100·00	26	—	26·92	65·38	92·80	16	—	6·25	62·50	68·75
Winchester	- 11	11	—	18·18	54·54	72·72	11	81·82	18·18	100·00	11	—	36·36	45·45	81·81	2	—	50·00	50·00	50·00
York	- 37	37	—	5·40	67·57	72·97	37	86·48	8·11	94·59	37	—	21·62	59·46	81·08	—	—	—	—	—
Average	-	—	2·93	27·85	50·32	81·10	—	82·51	13·24	95·75	—	0·82	33·55	50·74	85·11	—	0·85	11·02	52·54	64·41



Tabulated Results of Examination, Christmas 1861—Male Students of the Second Year—continued.

Name of College.	Total No. of Students.	Mechanics.				Mathematics.				English Literature.				Latin.		
		No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.
Battersea	49	—	—	—	—	—	21	9·52	47·62	33·33	90·47	18	—	—	—	—
Borough Road	18	—	—	—	—	—	18	5·56	11·11	55·55	72·23L	—	—	—	—	—
Carmarthen	18	—	—	—	—	—	9	—	—	44·44	44·44	—	—	—	100·00	100·00
Carnarvon	11	11	18·18	36·36	54·54L	—	—	—	—	—	—	—	—	—	—	—
Chelsea	46	5	20·00	40·00	60·00	—	4	—	—	50·00	50·00L	12	16·67	50·00	66·66	66·66
Cheltenham	46	—	—	—	—	—	15	13·33	13·33	46·67	73·33	—	—	—	100·00	100·00
Chester	22	8	—	—	62·50	62·50	—	—	—	—	—	—	—	—	—	—
Chichester	11	—	—	—	—	—	5	—	60·00	40·00	100·00	—	—	—	—	—
Culham	39	—	—	—	—	—	6	—	16·66	50·00	66·66	—	—	—	—	—
Durham	22	9	11·11	55·55	66·66L	—	—	—	—	—	81·81	—	—	—	—	—
Edinburgh (Epis. Ch.)	9	—	—	—	—	—	8	37·50	62·50	100·00	—	—	—	—	—	—
" (Ch. of Scot.)	27	—	—	—	—	—	1	—	100·00	—	100·00L	—	—	—	—	—
" (Free Ch.)	46	—	—	—	—	—	10	—	30·00	50·00	80·00	5	40·00	20·00	60·00L	61·54
Exeter	17	—	—	—	—	—	15	—	6·67	53·33	60·00	—	—	—	—	—
Glasgow (Ch. of Scot.)	27	—	—	—	—	—	3	—	—	33·33	33·33	—	—	—	—	—
" (Free Church)	38	—	—	—	—	—	14	—	7·14	42·86	50·00L	—	—	—	—	—
Hammersmith (R.C.)	22	—	—	—	—	—	9	—	11·11	44·44	55·55	—	—	—	—	—
Highbury	22	—	—	—	—	—	22	—	13·64	40·91	54·55L	—	—	—	—	—
Peterborough	21	—	—	—	—	—	8	—	—	62·50	62·50	10	—	—	—	—
Saltley	35	—	—	—	—	—	20	—	—	30·00	30·00L	—	—	—	—	—
Westminster	26	—	—	—	—	—	10	—	30·00	60·00	90·00	—	—	—	—	—
Winchester	11	—	—	—	—	—	4	—	—	75·00	75·00L	—	—	—	—	—
York	37	—	—	—	—	—	10	—	20·00	60·00	80·00L	12	33·33	66·67	100·00	100·00
Average	—	—	12·12	48·48	60·60	60·60	—	2·36	16·98	46·69	66·03	—	—	20·88	49·45	70·33
													3·09	12·37	45·36	60·82

Name of College.	Total No. of Students.	Teaching.				Welsh.				Gaelic.						
		No. taking the Exercise.	Excel- lent.	Good.	Fair.	Total.	No. taking the Subject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Subject.	Excel- lent.	Good.	Fair.	Total.
Battersea	-	49	-	30·61	48·98	79·59	1	100·00	-	-	100·00	-	-	-	-	-
Borough Road	-	18	-	-	55·55	55·55	-	-	-	-	-	-	-	-	-	-
Carmarthen	-	18	-	7·14	71·43	78·57	-	-	-	-	-	-	-	-	-	-
Carnarvon	-	11	-	36·36	54·54	90·90	2	-	-	50·00	50·00	-	-	-	-	-
Chelsea	-	46	4·35	30·43	56·52	91·30	1	100·00	-	-	100·00	-	-	-	-	-
Cheltenham	-	46	2·27	31·82	47·73	81·82	-	-	-	-	-	-	-	-	-	-
Chester	-	22	-	-	-	72·73	-	-	-	-	-	-	-	-	-	-
Chichester	-	11	-	9·09	72·73	81·82	-	-	-	-	-	-	-	-	-	-
Culham	-	39	5·13	23·08	51·28	79·49	-	-	-	-	-	-	-	-	-	-
Durham	-	22	-	18·18	63·63	81·81	-	-	-	-	-	-	-	-	-	-
Edinburgh (Epis. Ch.)	-	9	-	55·55	33·33	88·88	-	-	-	-	-	-	-	-	-	-
" (Ch. of Scot.)	-	27	-	66·67	33·33	100·00	-	-	-	-	-	1	100·00	-	-	100·00
" (Free Ch.)	-	46	13·05	60·87	23·91	97·83	-	-	-	-	-	1	100·00	-	-	100·00
Exeter	-	17	-	-	23·53	53·82	-	-	-	-	-	-	-	-	-	-
Glasgow (Ch. of Scot.)	-	27	-	44·44	44·44	88·88	-	-	-	-	-	2	-	-	100·00	100·00
" (Free Church)	-	38	23·68	76·32	-	100·00	-	-	-	-	-	2	50·00	-	50·00	100·00
Hammersmith (R. C.)	-	22	9·09	36·36	54·55	100·00	-	-	-	-	-	-	-	-	-	-
Highbury	-	22	9·09	36·36	45·45	90·90	-	-	-	-	-	-	-	-	-	-
Peterborough	-	21	-	9·52	61·91	71·44	-	-	-	-	-	-	-	-	-	-
Saltley	-	35	-	14·28	71·43	85·71	-	-	-	-	-	-	-	-	-	-
Westminster	-	25	-	23·92	60·23	96·15	-	-	-	-	-	-	-	-	-	-
Winchester	-	11	-	9·09	81·81	90·90	-	-	-	-	-	-	-	-	-	-
York	-	37	-	37·84	59·46	97·30	-	-	-	-	-	-	-	-	-	-
Average	-	-	3·91	33·06	50·32	87·29	-	50·00	-	25·00	75·00	-	-	50·00	50·00	100·00

## Tabulated Results of Examination, Christmas 1861—continued.

## FEMALE STUDENTS OF THE FIRST YEAR.

Name of College.	Total No. of Students.	Religious Knowledge.					Catechism.					Arithmetic.					Grammar.				
		No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.
Bishop's Stortford	23	23	4 35	47 82	43 48	95 65	23	—	—	78 26	78 26	23	4 35	47 82	43 48	95 65	23	—	13 04	78 26	91 30
Brighton	28	28	7 14	50 00	39 29	96 43	28	—	—	96 43	96 43	28	—	32 14	53 57	85 71	28	—	7 14	75 00	82 14
Bristol	41	39	2 56	66 67	30 77	100 00	39	—	2 56	71 80	74 86	39	—	30 77	53 85	84 62	39	—	15 38	79 49	94 87
Cheltenham	39	39	12 82	64 10	23 08	100 00	39	—	10 26	82 05	92 31	39	—	33 33	53 85	87 18	39	—	15 38	64 10	79 49
Derby	24	24	12 50	50 00	37 50	100 00	24	—	8 33	79 17	87 50	24	4 17	33 33	50 00	87 50	24	—	16 67	50 00	66 67
Durham	27	27	14 81	55 55	29 64	100 00	27	—	7 40	81 48	83 88	27	3 70	51 85	33 33	88 88	27	—	14 81	44 44	59 25
Edinburgh (Ch. of Sc.)	59	59	—	35 59	49 15	84 74	55	—	18 18	67 27	83 45	59	5 08	20 34	45 76	71 18	59	—	—	71 18	71 18
„ (Free Ch.)	57	57	1 75	36 84	54 39	92 98	56	1 79	46 43	50 00	98 22	57	1 75	35 09	42 11	78 95	57	—	7 02	70 17	77 19
Glasgow (Ch. of Scot.)	34	33	3 03	24 24	66 06	93 93	33	—	48 48	45 45	93 93	33	—	21 21	63 63	84 84	34	—	2 94	58 82	61 76
„ (Free Church)	39	39	2 56	46 15	43 59	92 30	39	—	53 85	38 46	92 31	39	—	17 95	38 46	56 41	39	—	2 56	53 85	56 41
Home and Colonial	58	58	15 52	63 79	20 69	100 00	58	—	10 35	84 48	94 83	58	—	53 45	41 38	94 83	58	—	44 83	48 27	93 10
Liverpool (Rom. Cath.)	36	—	—	—	—	—	—	—	—	—	—	36	5 55	61 11	27 78	94 44	36	—	36 11	63 89	100 00
Norwich	22	22	—	72 73	27 27	100 00	22	—	—	100 00	100 00	22	—	45 45	50 00	95 45	22	—	13 64	86 36	100 00
St. Leonard's (Rom. C.)	16	—	—	—	—	—	—	—	—	—	—	15	—	—	46 66	46 66	15	—	60 00	40 00	100 00
Salisbury	38	38	7 90	52 63	36 84	97 37	38	—	5 26	81 58	86 84	38	2 63	55 26	34 21	92 10	38	—	21 05	73 69	94 74
Stockwell	73	—	—	—	—	—	—	—	—	—	—	73	—	27 40	53 42	80 82	73	—	10 96	75 34	86 30
Truro	22	22	—	40 91	50 00	90 91	22	—	—	95 45	95 45	22	—	40 91	36 36	77 27	22	—	13 64	81 81	95 45
Warrington	53	55	16 36	61 82	21 82	100 00	55	—	5 45	87 28	92 73	55	1 82	41 82	41 82	85 46	55	—	23 64	67 27	90 91
Westminster	36	—	—	—	—	—	—	—	—	—	—	36	—	33 33	50 00	88 33	36	2 78	8 33	69 45	80 56
Whitlands	55	55	18 18	67 27	14 55	100 00	55	—	5 45	92 73	98 18	55	12 73	41 82	38 18	92 73	55	—	10 91	85 45	96 36L
York	16	16	12 50	62 50	25 00	100 00	16	—	6 25	87 50	93 75	16	—	18 75	31 25	50 00	16	—	56 25	43 75	100 00
Average	—	—	8 20	52 68	35 49	96 37	—	0 16	15 42	75 83	91 41	—	2 26	36 15	44 58	82 99	—	0 13	16 60	67 29	84 02



Name of College.	Total No. of Students.	Geography.				History.				School Management.				Domestic Economy.			
		No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	
Bishop's Stortford	23	23	—	4·35	60·87	65·22	23	—	—	73·91	73·91	23	—	13·04	69·57	82·61	95·65
Brighton	28	28	—	—	35·71	35·71	28	—	—	10·71	10·71	27	—	3·70	62·96	66·66	100·00
Bristol	41	39	—	7·69	33·33	41·02	39	—	—	28·21	28·21	39	—	20·51	69·23	89·74	100·00
Cheltenham	39	39	—	5·13	41·02	46·15L	39	—	12·82	71·80	84·63L	39	—	28·21	66·66	94·87	97·43
Derby	24	24	—	8·33	20·84	29·17	24	—	—	25·00	25·00	24	—	25·00	70·83	95·83	100·00
Durham	27	27	—	7·40	51·85	59·25	27	—	7·40	66·67	74·07	27	—	18·52	62·96	81·48	100·00
Edinburgh (Ch. of Sc.)	59	59	—	—	25·42	25·42	59	—	—	37·29	37·29	59	—	15·25	44·07	59·32	86·44
„ (Free Ch.)	57	57	—	3·51	33·33	36·84	57	—	12·28	57·89	70·17	57	1·75	21·05	54·39	77·19	91·23
Glasgow (Ch. of Scot.)	34	34	—	—	23·53	23·53	34	—	—	50·00	50·00	34	—	8·82	41·18	50·00	100·00
„ (Free Ch.)	39	39	—	5·13	20·51	25·64	39	—	—	33·33	33·33	39	—	7·69	56·41	64·10	92·31
Home and Colonial	58	58	—	13·79	50·00	63·79	58	None.	10·34	70·69	81·03L	58	—	34·48	63·79	98·27	100·00
Liverpool (Rom. Cat.)	36	36	2·78	25·00	52·78	80·56	36	—	13·89	83·33	97·22	36	8·33	75·00	16·67	100·00	97·22
Norwich	22	22	—	13·64	54·54	68·18	22	—	9·09	81·81	90·90	22	—	54·54	40·91	95·45	100·00
St. Leonard's (Rom. C.)	16	15	—	13·33	53·33	66·66	15	—	6·67	73·33	80·00	15	13·33	80·00	8·67	100·00	100·00
Salisbury	38	38	—	2·63	57·90	60·53L	38	—	—	57·90	57·90	38	—	15·79	55·26	71·05	97·37
Stockwell	73	73	1·37	13·70	58·90	73·97	73	—	13·70	58·90	72·60L	73	—	6·85	71·23	78·08	95·45
Truro	22	22	—	9·09	36·36	45·45	22	—	4·54	22·73	27·27	22	—	—	63·63	63·63	100·00
Warrington	55	55	—	9·09	38·18	47·27	55	—	1·82	54·54	56·36	55	—	5·45	83·64	89·09	100·00
Westminster	36	36	—	5·56	22·22	27·75L	36	—	—	41·67	41·67	36	—	8·33	47·22	55·55	100·00
Whitlands	55	55	—	16·36	60·00	76·36	55	—	5·45	60·00	65·45	55	—	29·09	65·46	94·55	96·36
York	16	16	—	—	31·25	31·25	16	—	31·25	50·00	81·25	16	—	18·75	50·00	68·75	100·00
Average	—	—	0·25	8·18	41·51	49·94	—	—	6·04	53·33	59·37	—	0·76	21·16	57·93	79·85	97·11

Tabulated Results of Examination, Christmas 1861—Female Students of the First Year—continued.

Name of College.	Total No. of Students.	Industrial Skill.					Music.					Reading.					Spelling.					
		No. taking the Exercise.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Exer- cise.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.	
Bishop's Stortford	23	23	—	43·48	47·82	91·30	23	—	—	—	34·78	34·78	23	—	73·91	26·09	100·00	23	—	43·48	34·78	78·26
Brighton	28	28	—	28·57	64·29	92·86	26	—	—	—	—	—	28	—	32·14	64·29	96·43	28	—	25·00	71·43	96·43
Bristol	41	39	—	41·03	46·15	87·18	33	—	2·86	42·86	45·72	41	—	19·51	73·17	92·68	39	—	43·59	48·72	92·31	
Cheltenham	39	39	—	28·29	53·85	82·05	39	—	7·69	69·23	76·92	39	—	35·90	58·97	94·87	39	—	23·07	71·80	94·87	
Derby	24	24	—	62·50	37·50	100·00	22	—	4·54	13·64	18·18	24	—	12·50	66·67	79·17	24	—	58·33	41·67	100·00	
Durham	27	27	—	18·52	51·85	70·37	26	—	11·54	57·69	69·23	27	—	29·64	55·55	85·19	27	—	40·75	55·55	96·30	
Edinburgh (Ch. of Scot.)	59	53	—	58·62	36·21	94·83	54	—	—	18·52	18·52	59	18·64	79·66	1·70	100·00	59	—	57·63	40·68	98·31	
" (Free Ch.)	57	57	—	8·77	43·86	52·63	55	1·82	14·55	58·18	74·55	57	21·05	75·44	3·51	100·00	57	—	50·88	40·35	91·23	
Glasgow (Ch. of Scot.)	34	34	—	23·53	58·82	82·35	25	—	28·00	60·00	88·00	34	34	5·88	26·47	61·76	94·11	33	—	45·45	54·55	100·00
" (Free Church)	39	38	—	47·37	42·10	89·47	25	4·00	12·00	44·00	60·00	39	39	5·13	66·66	28·21	100·00	39	—	69·23	30·77	100·00
Home and Colonial	58	58	—	72·42	25·86	98·28	57	—	22·81	63·42	91·23	57	57	1·75	42·11	56·14	100·00	58	—	63·79	34·48	98·27
Liverpool (Rom. Cath.)	36	36	—	41·67	55·55	97·22	15	—	13·33	46·67	60·00	36	36	8·33	52·78	36·11	97·22	36	—	77·78	19·44	97·22
Norwich	22	22	4·54	59·09	31·82	95·45	22	—	—	50·00	50·00	22	22	—	31·82	54·54	86·36	22	—	45·45	40·91	86·36
St. Leonard's (Rom. C.)	16	15	—	80·00	20·00	100·00	—	—	—	—	—	15	15	—	33·33	60·00	93·33	15	—	73·33	20·00	93·33
Salisbury	38	38	—	60·53	34·21	94·74	37	—	—	21·62	21·62	38	38	2·63	47·37	50·00	100·00	38	—	55·26	42·11	97·37
Stockwell	73	73	—	68·49	27·40	95·89	69	—	10·15	30·43	40·58	73	73	2·74	31·51	61·64	95·89	73	—	65·75	27·40	93·15
Turo	22	22	—	36·36	59·09	95·45	16	—	—	—	—	22	22	—	18·18	72·72	90·90	22	—	36·36	59·09	95·45
Warrington	55	55	—	47·27	49·09	96·36	54	—	1·85	33·34	35·19	55	55	—	25·45	72·73	98·18	55	—	29·09	65·46	94·55
Westminster	35	36	—	63·89	30·55	94·44	35	—	—	11·43	11·43	36	36	—	55·56	44·44	100·00	36	—	44·44	41·67	86·11
Whitlands	55	55	—	60·00	36·36	96·36	55	1·82	32·72	52·70	87·27	55	55	—	34·55	65·45	100·00	55	—	45·45	54·55	100·00
York	16	16	—	56·25	43·75	100·00	13	—	—	33·46	38·46	16	16	—	50·00	50·00	100·00	16	—	37·50	31·25	68·75
Average	—	—	0·13	43·42	41·49	90·04	—	0·43	9·53	39·54	49·50	—	—	4·27	43·34	43·87	96·48	—	—	50·25	44·21	94·46

Name of College.	Total No. of Stu- dents.	Penmanship.				Gaelic.				Welsh.						
		No. taking the sub- ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Subject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Subject.	Excel- lent.	Good.	Fair.	Total.
Bishop's Stortford	23	23	—	26·09	69·57	95·65	—	—	—	—	—	—	—	—	—	—
Brighton	23	28	—	3·57	39·29	42·86	—	—	—	—	—	—	—	—	—	—
Bristol	41	39	—	20·51	58·98	79·49	—	—	—	—	—	—	—	—	—	—
Cheltenham	39	39	—	2·56	64·10	66·66	—	—	—	—	—	—	—	—	—	—
Derby	24	24	—	33·33	66·67	100·00	—	—	—	—	—	—	—	—	—	—
Durham	27	27	—	7·41	74·07	81·48	—	—	—	—	—	—	—	—	—	—
Edinburgh (Ch. of Scot.)	59	59	—	25·42	50·85	76·27	1	—	—	100·00	100·00	—	—	—	—	—
" (Free Ch.)	57	57	—	22·81	56·14	78·95	—	—	—	—	—	—	—	—	—	—
Glasgow (Ch. of Scot.)	34	34	—	17·64	67·65	85·29	1	—	—	—	—	—	—	—	—	—
" (Free Church)	39	39	—	10·26	46·15	56·41	2	—	50·00	—	50·00	—	—	—	—	—
Home and Colonial	53	58	—	15·52	62·07	77·59	—	None.	—	—	—	None.	—	—	—	—
Liverpool (Rom. Cath.)	36	36	11·11	69·45	19·44	100·00	—	—	—	—	—	—	—	—	—	—
Norwich	22	22	—	31·82	63·63	95·45	—	—	—	—	—	—	—	—	—	—
St. Leonard's (Rom. C.)	16	15	—	73·33	26·67	100·00	—	—	—	—	—	—	—	—	—	—
Salisbury	38	38	—	13·16	76·31	89·47	—	—	—	—	—	—	—	—	—	—
Stockwell	73	73	—	12·33	54·79	67·12	—	—	—	—	—	—	20·00	20·00	—	20·00
Truro	22	22	—	4·55	54·54	59·09	—	—	—	—	—	—	—	—	—	—
Warrington	55	55	—	14·55	74·54	89·09	—	—	—	—	—	—	—	—	—	—
Westminster	36	36	—	19·45	52·77	72·22	—	—	—	—	—	—	—	—	—	—
Whitlands	55	55	—	21·82	61·82	83·64	—	—	—	—	—	—	—	—	—	—
York	16	16	—	31·25	56·25	87·50	—	—	—	—	—	—	—	—	—	—
Average	—	—	0·50	20·50	57·74	78·74	—	—	25·00	25·00	50·00	—	—	20·00	—	20·00



## Tabulated Results of Examination, Christmas 1861--continued.

## FEMALE STUDENTS OF THE SECOND YEAR.

Name of College.	Total No. of Students.	Religious Knowledge.					Liturgy.					Arithmetic.					Grammar.				
		No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub- ject.	Excel- lent.	Good.	Fair.	Total.
Bishop's Stortford	-	31	31	—	35.48	61.29	96.77	31	—	80.65	19.35	100.00	31	3.23	54.84	38.71	96.77	31	9.67	87.10	96.77
Brighton	-	19	19	—	5.26	78.95	84.21	19	—	36.84	52.63	89.47	19	5.26	31.58	52.63	89.47	19	21.05	78.95	100.00
Bristol	-	38	38	—	50.00	50.00	100.00	38	—	81.58	18.42	100.00	38	2.63	63.16	31.58	97.37	38	18.42	81.58	100.00
Cheltenham	-	20	20	—	50.00	50.00	100.00	20	5.00	25.00	65.00	95.00	20	5.00	50.00	45.00	100.00	20	25.00	75.00	100.00
Derby	-	17	17	—	35.30	58.82	94.12	17	—	82.35	17.65	100.00	17	11.76	64.71	17.65	94.12	17	5.88	76.47	82.35
Durham	-	11	11	—	54.55	45.45	100.00	11	27.27	54.55	18.18	100.00	11	18.18	45.45	27.27	90.90	11	45.45	54.55	100.00
Edinburgh (Ch. of Sc.)	-	29	29	6.90	58.62	34.48	100.00	28	—	7.14	71.43	78.57	29	3.45	31.03	34.48	68.96	29	17.24	72.41	89.65
" (Free Ch.)	-	28	28	17.86	60.71	21.43	100.00	26	—	15.38	84.62	100.00	28	10.71	42.86	25.00	78.57	28	21.43	71.43	92.86
Glasgow (Ch. of Scot.)	-	19	19	—	73.68	26.32	100.00	19	—	52.63	42.10	94.73	19	—	21.05	47.37	68.42	19	31.58	68.42	100.00
" (Free Church)	-	21	21	4.76	76.19	19.05	100.00	21	—	14.29	80.95	95.24	21	4.76	33.33	47.62	85.71	21	19.05	71.43	90.48
Home and Colonial	-	48	48	2.08	68.75	27.17	100.00	48	—	41.66	41.67	83.33	48	4.16	47.92	47.92	100.00	48	45.83	54.17	100.00
Liverpool (Rom. Cath.)	-	26	—	—	—	—	—	—	—	—	—	—	26	11.54	50.00	38.46	100.00	26	23.07	73.08	96.15
Norwich	-	19	19	26.32	57.89	15.79	100.00	19	—	52.63	47.37	100.00	19	—	31.58	63.15	94.73	19	42.11	57.89	100.00
St. Leonard's (Rom. C.)	-	13	—	—	—	—	—	—	—	—	—	—	13	—	—	23.08	23.08	13	—	100.00	100.00
Salisbury	-	29	29	—	31.03	62.07	93.10	29	—	24.14	72.41	96.55	29	3.45	51.72	41.38	96.55	29	13.79	79.31	93.10
Truro	-	5	5	—	—	60.00	60.00	5	—	20.00	60.00	80.00	5	—	—	100.00	100.00	5	—	80.00	80.00
Warrington	-	44	43	—	41.86	51.16	93.02	43	—	39.53	53.49	93.02	43	4.65	65.12	27.91	97.68	43	20.93	76.75	97.68
Westminster	-	14	—	—	—	—	—	—	—	—	—	—	14	—	50.00	35.71	85.71	14	—	92.86	92.86
Whitlands	-	52	52	—	61.54	34.61	96.15	52	7.69	86.54	3.85	98.08	52	11.54	71.15	17.31	100.00	52	25.00	71.15	96.15L
York	-	14	14	7.14	71.43	21.43	100.00	14	7.14	71.43	14.29	92.86	14	7.14	42.86	35.71	85.71	14	28.57	71.43	100.00
Average	-	—	—	3.39	51.92	41.53	96.84	—	2.04	49.32	42.73	94.0	—	5.64	48.39	36.49	90.52	—	22.58	73.59	96.17

Name of College.	Total No. of Students.	Geography.				History.				School Management.				Domestic Economy.						
		No. taking the Sub-ject.	Excellent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excellent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excellent.	Good.	Fair.	Total.				
Bishop's Stortford	31	31		25·81	64·52	90·33	31		—	83·87	83·87	31	—	—	54·84	54·84	31	3·23	67·74	70·97
Brighton	19	19		21·05	31·58	52·63	19		—	63·16	63·16	19	—	5·26	52·63	57·89	19	—	36·84	36·84
Bristol	38	38		5·26	36·84	42·10	38		5·26	63·16	68·42	38	—	13·16	81·58	94·74	38	13·16	50·00	63·16
Cheltenham	20	20		10·00	45·00	55·00 L	20		15·00	85·00	100·00 L	20	—	30·00	70·00	100·00	20	—	80·00	80·00
Derby	17	17		—	70·59	70·59	17		5·88	70·59	76·47	17	—	5·88	70·59	76·47	17	—	88·24	88·24
Durham	11	11		9·09	90·91	100·00	11		27·27	54·55	81·82	11	—	9·09	81·82	90·91	11	—	63·64	63·64
Edinburgh (Ch. of Sc.)	29	29		—	34·48	34·48	29		6·90	68·96	75·86	29	—	51·72	37·93	89·65	29	—	17·24	17·24
" (Free Ch.)	28	28		3·57	42·86	46·43	28		7·14	78·57	85·71	28	—	42·86	57·14	100·00	28	—	53·57	53·57
Glasgow (Ch. of Sc.)	19	19		10·52	47·37	57·89	19		5·26	84·21	89·47	19	—	10·52	52·63	63·15	19	—	26·32	26·32
" (Free Church)	21	21		—	61·90	61·90	21		—	95·24	95·24	21	—	47·62	47·62	95·24	21	—	47·62	47·62
Home and Colonial	48	48		12·50	52·08	64·58	48		8·33	79·17	87·50 L	48	—	25·00	72·92	97·92	48	4·17	43·75	47·92
Liverpool (Rom. Cath.)	26	26		3·85	30·77	34·62	26		7·69	92·31	100·00	26	7·69	88·46	3·85	100·00	26	11·54	46·15	57·69
Norwich	19	19		10·52	78·95	89·47	19		—	84·21	84·21	19	—	21·05	68·42	89·47	19	5·26	36·84	42·10
St. Leonard's (Rom. C.)	13	13		—	7·69	7·69	13		—	61·54	61·54	13	23·08	53·84	23·08	100·00	13	—	23·08	23·08
Salisbury	29	29		—	48·28	48·28 L	29		6·89	86·21	93·10	29	—	20·70	63·51	86·21	29	—	31·03	31·03
Truro	5	5		—	20·00	20·00	5		—	60·00	60·00	5	—	—	80·00	80·00	5	—	40·00	40·00
Warrington	44	43		9·30	62·79	72·09	43		6·98	86·04	93·02	43	—	6·98	79·07	86·05	43	6·98	34·88	41·86
Westminster	14	14		7·14	50·00	57·14 L	14		7·14	50·00	57·14	14	14·29	50·00	28·57	92·86	14	7·14	64·29	71·43
Whitlands	52	52		7·69	69·23	76·92	52		3·85	90·38	94·23	52	—	25·00	63·46	88·46	52	3·85	61·54	65·39
York	14	14		21·43	50·00	71·43	14		42·86	50·00	92·86	14	7·14	50·00	42·86	100·00	14	21·43	42·86	64·29
Average	—	—	—	8·27	51·61	59·88	—	—	6·86	78·02	84·88	—	1·61	27·22	58·87	87·70	—	4·23	47·58	51·81

Tabulated Results of Examination, Christmas 1861—Female Students of the Second Year—continued.

Name of School.	Total No. of Students.	Industrial Skill.				Music.				Reading.				Spelling.						
		No. taking the Exercise.	Excellent.	Good.	Fair.	Total.	No. taking the Subject.	Excellent.	Good.	Fair.	Total.	No. taking the Exercise.	Excellent.	Good.	Fair.	Total.				
Bishop's Stortford	- 31	31	67.74	32.26	100.00	100.00	31	—	—	51.61	51.61	31	6.45	64.52	29.03	100.00	31	64.52	25.81	90.33
Brighton	- 19	19	47.37	42.10	89.47	19	19	—	—	5.26	5.26	19	—	52.63	42.10	94.73	19	63.16	36.84	100.00
Bristol	- 38	38	78.95	13.16	92.11	29	29	—	—	10.34	10.34	38	—	42.11	57.89	100.00	38	63.16	36.84	100.00
Cheltenham	- 20	20	50.00	50.00	100.00	20	20	—	—	25.00	25.00	20	—	40.00	60.00	100.00	20	75.00	25.00	100.00
Derby	- 17	17	41.18	52.94	94.12	17	17	—	—	—	—	17	5.88	64.71	29.41	100.00	17	82.35	17.65	100.00
Durham	- 11	11	27.27	72.73	100.00	10	10	—	—	20.00	20.00	11	—	27.27	72.73	100.00	11	63.64	36.36	100.00
Edinburgh (Ch. of Scot.)	- 29	29	96.55	3.45	100.00	25	25	—	—	4.00	4.00	29	—	96.55	3.45	100.00	29	79.31	20.69	100.00
" (Free Ch.)	- 28	28	17.86	78.57	96.43	27	27	—	—	25.00	25.00	28	50.00	50.00	—	100.00	28	67.86	25.00	92.86
Glasgow (Ch. of Scot.)	- 19	19	47.37	52.63	100.00	18	18	38.89	55.55	94.44	19	10.52	42.11	47.37	100.00	19	78.95	21.05	100.00	
" (Free Church)	- 21	21	38.10	57.14	95.24	19	19	—	—	21.05	21.05	21	38.10	61.90	—	100.00	21	95.24	4.76	100.00
Home and Colonial	- 48	48	75.00	25.00	100.00	48	48	—	—	27.08	27.08	48	8.33	56.25	35.42	100.00	48	79.17	20.83	100.00
Liverpool (Rom. Cath.)	- 26	26	50.00	50.00	100.00	12	12	8.33	75.00	83.33	26	15.38	30.77	50.00	96.15	26	80.77	19.23	100.00	
Norwich	- 19	19	31.58	57.89	89.47	19	19	—	—	10.52	10.52	19	15.79	68.42	15.79	100.00	19	89.47	10.53	100.00
St. Leonard's (Rom. C.)	- 13	13	38.46	61.54	100.00	28	28	—	—	—	—	13	—	38.46	61.54	100.00	13	69.23	23.08	92.31
Salisbury	- 29	29	93.10	6.90	100.00	28	28	—	—	14.29	14.29	29	6.89	44.83	48.28	100.00	29	86.21	13.79	100.00
Truro	- 5	5	60.00	40.00	100.00	5	5	—	—	—	—	5	—	—	100.00	5	100.00	—	100.00	
Warrington	- 44	43	74.42	25.58	100.00	35	35	5.71	51.42	57.14	44	—	—	38.64	56.82	95.46	43	53.49	41.86	95.35
Westminster	- 14	14	78.57	21.43	100.00	14	14	—	—	35.71	35.71	14	—	78.57	21.43	100.00	14	57.14	21.43	78.57
Whitehalls	- 52	52	23.08	69.23	92.31	50	50	6.00	36.00	42.00	52	—	—	36.54	63.46	100.00	52	67.31	32.69	100.00
York	- 14	14	21.43	78.57	100.00	12	12	8.33	8.33	16.66	14	7.14	57.14	35.72	100.00	14	85.71	14.29	100.00	
Average	-	—	56.05	41.13	97.18	—	—	—	—	27.17	30.37	—	8.25	50.70	40.24	99.19	—	72.98	24.80	97.78



Name of College.	Total No. of Students.	Penmanship.					Gaelic.					Welsh.					Teaching.				
		No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.	No. taking the Sub-ject.	Excel- lent.	Good.	Fair.	Total.
Bishop's Stortford	31	31	—	—	54·84	54·84	—	—	—	—	—	—	—	—	—	—	31	3·23	22·58	74·19	100·00
Brighton	19	19	—	—	21·05	21·05	—	—	—	—	—	—	—	—	—	—	19	—	21·05	68·42	89·47
Bristol	38	38	—	—	65·79	65·79	—	—	—	—	—	—	—	—	—	—	38	2·63	42·11	55·26	100·00
Cheltenham	20	20	—	—	55·00	55·00	—	—	—	—	—	—	—	—	—	—	20	—	40·00	50·00	90·00
Derby	17	17	—	—	88·24	88·24	—	—	—	—	—	—	—	—	—	—	17	17·65	52·94	29·41	100·00
Durham	11	11	—	—	45·45	45·45	—	—	—	—	—	—	—	—	—	—	11	—	27·27	72·73	100·00
Edinburgh (Ch. of Sc.)	29	29	3·45	20·69	65·51	89·65	—	—	—	—	—	—	—	—	—	—	29	—	93·10	3·45	96·55
" (Free Ch.)	28	28	—	10·71	75·00	85·71	—	—	—	—	—	—	—	—	—	—	28	3·57	60·71	35·72	100·00
Glasgow (Ch. of Scot.)	19	19	—	47·37	36·84	84·21	1	—	—	—	—	—	—	—	—	—	19	10·52	42·11	47·37	100·00
" (Free Ch.)	21	21	—	14·29	71·42	85·71	—	—	—	—	—	—	—	—	—	—	21	33·33	66·67	—	100·00
Home and Colonial	48	48	—	—	52·08	52·08	—	—	—	—	—	—	—	—	—	—	48	10·42	58·33	31·25	100·00
Liverpool (Rom. Cath.)	26	26	—	84·62	15·38	100·00	—	—	—	—	—	—	—	—	—	—	26	7·69	50·00	42·31	100·00
Norwich	19	19	—	—	52·63	52·63	—	—	—	—	—	—	—	—	—	—	19	—	47·37	47·37	94·74
St. Leonard's (Rom. C.)	13	13	7·69	76·92	15·39	100·00	—	—	—	—	—	—	—	—	—	—	13	—	38·46	46·15	84·61
Salisbury	29	29	—	—	68·97	68·97	—	—	—	—	—	—	—	—	—	—	29	6·90	34·48	51·72	93·10
Truro	5	5	—	—	80·00	80·00	—	—	—	—	—	—	—	—	—	—	5	—	20·00	80·00	100·00
Warrington	44	43	—	4·65	60·47	65·12	—	—	—	—	—	—	—	—	—	—	43	2·32	41·86	48·84	93·02
Westminster	14	14	14·28	21·43	50·00	85·71	—	—	—	—	—	—	—	—	—	—	14	—	71·43	28·57	100·00
Whitlands	52	52	—	—	51·92	51·92	—	—	—	—	—	—	—	—	—	—	52	—	44·23	48·08	92·31
York	14	14	—	7·14	50·00	57·14	—	—	—	—	—	—	—	—	—	—	14	—	64·29	35·71	100·00
Average	—	—	0·80	12·10	54·64	67·54	—	—	—	—	—	—	—	—	—	—	—	5·04	48·18	43·35	96·57

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## REPORTS ON TRAINING COLLEGES.

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REPORT, for the Year 1861, by Her Majesty's Inspector, the Rev. B. M. COWIE, B.D., F.S.A., late Fellow of St. John's College, Cambridge, on the CHURCH OF ENGLAND TRAINING COLLEGES for SCHOOLMASTERS.

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MY LORDS,

THE inspection of the Church of England Training Schools for male students has occupied the chief part of my time during the year 1861, from April to November. This inspection has been made by the inspectors of the several districts in which the training schools are situated, as well as by me, with the exception of two cases, where some accidental circumstances prevented our meeting for the purpose.

In these schools, 15 in number, we found resident 921 students; 492 being in the first year, 420 in the second, and 9 in their third year of residence.

There were besides 19 students in a preparatory class, intending to compete for Queen's scholarships, or reckoned as private students.

The number of officers wholly or partly engaged in instructing these students is 104. The aggregate expenditure during the year 1861 has been 53,543*l.* 12*s.* 6*d.*, which may be classified as follows:—

Extraordinary expenses—	£	s.	d.
Buildings - - - - -	9,524	5	0
Ordinary expenses—(47,019 <i>l.</i> 7 <i>s.</i> 6 <i>d.</i> )			
Expenses of tuition - - - - -	14,235	18	4
Expenses of board and maintenance, including fuel and lights - - - - -	24,264	14	6
Establishment expenses, such as repairs, rates, insurance, replacement of furniture - - - - -	5,520	14	8

The aggregate ordinary income has been 45,073*l.* 13*s.* 2*d.*: of this sum 8,802*l.* 1*s.* 2*d.* arises from subscriptions, donations, collections in churches, endowments, &c. representing



the voluntary contributions of the public; 1,208*l.* 17*s.* arises from students' fees paid by themselves, their friends, or patrons; and 35,062*l.* 15*s.* arises from the payments made by your Lordships out of the Parliamentary fund, viz.

	£	s.	d.
Payments made for Queen's scholars* - - -	20,111	15	0
Grants to treasurers of normal schools on the result of the examination of the students at Christmas 1860 -	14,951	0	0

Your Lordships paid besides, the amount of 2,052*l.* 17*s.* 6*d.*, in augmentation of salaries of lecturers and teachers, due at Christmas 1860, and 1,000*l.* to the National Society for its training schools, making a total of 38,115*l.* 12*s.* 6*d.* for the year 1861. There is due to the training schools 14,485*l.* for grants on examination held at Christmas 1861, and 3,378*l.* 15*s.* in augmentation of lecturers' and teachers' salaries up to Christmas 1861.

The number of students who left the training schools at Christmas 1861 was 505; 407 after two or more years' residence, 98 after one year's residence, supposing that they all had gained certificates.

On the 1st of March 1862, 382 of these certificated masters had found engagements, 24 were in treaty for situations, with every prospect of obtaining them, leaving 101, of whom some may have been employed, but no certain information was supplied from the training schools.

The question of "demand" for certificated masters engaged the attention of the Diocesan Board of Education for the Archdiocese of York, and on the 12th of March last the following resolution was adopted:—

That as it appears that the supply of certificated teachers is likely to exceed the demand in a few years, it is desirable to request the managers of schools throughout the diocese to furnish this Board of Education with some information respecting the future prospect of employment for *certificated teachers* in schools situated in the rural districts.

Accordingly the following questions were sent to each incumbent:—

1. Have you any school or schools in connexion with the church in your parish?
2. What number of children are usually in attendance?
3. Are you willing to place your schools under the inspection of Her Majesty's Privy Council?
4. Is it likely that you will require the services of a certificated teacher?
5. Can you give the Board any information respecting the aids and hindrances to the education of the poor which you meet with in your parish?

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\* This is exclusive of the personal grant to Queen's scholars, which, as it forms no part of the income of the training Colleges, is not noticed here. The *total cost* of Queen's scholars will be found in the Table, page 251.

The Rev. Canon Robinson, Principal of the Training School at York, has communicated to me the following analysis of the answers received to these questions :—

1. In about 12 per cent. of the schools not at present under inspection, inspection is desired and looked forward to as likely to be realized in course of time.

2. In about 6 per cent. of the schools objection is entertained to inspection in connexion with the Committee of Council.

3. In about 82 per cent. of the schools there is either indifference to inspection, or but little hope of being able to meet its conditions.

4. In about 10 per cent. of the schools there is some prospect of being able ere long to employ a certificated teacher.

5. In about 90 per cent. of the schools there is at present no such prospect.

This state of things applies to the *Diocese* of York, and therefore chiefly to the East Riding and some part of the North Riding. If similar returns could be procured from different parts of the country, the results might be of considerable importance in discussing the training school question. So far for the demand for teachers on the part of the public, and the supply yielded by the training schools.

We next have to consider the demand and supply of teachers to be trained. The number of vacancies in the male training schools at Christmas 1861, returned to the Council Office, was 615 ; these schools were therefore prepared to receive that number of students, who, under the existing regulations, might all be Queen's scholars. The number of male candidates for Queen's scholarships was 661, of whom only 468 were found competent ; so that only 74 per cent. of the vacancies could be filled by Queen's scholars. This is less than the proportion which your Lordships had indicated as the right one to be adopted in future. If the revised code had come immediately into effect, all the training schools in the country would have had 74 per cent. of their vacancies filled up, and the diminution in the supply of candidates for training would have been borne by all equally. As it is, some of the training schools have obtained hardly any Queen's scholars, while others have been filled, in some cases to excess.

During the last year, in addition to the usual inquiries on all the details of the management of the institutions, financial and scholastic, I endeavoured to obtain distinct *written* information of the methods pursued in each training school for teaching these elementary subjects, reading, writing (caligraphy), English composition, spelling, arithmetic, grammar, geography, history, music, and on the method of religious instruction.

Among the answers to these questions there is not much variety, as may be easily supposed, the methods pursued being generally agreed upon, and the practice of one training school not differing much from that of another. There are, however, some peculiarities which lead to special conclusions. The schemes of religious instruction are generally carefully drawn up; and I have had no reason to suppose that the energy with which they are carried out is inferior to the judgment shown in their contrivance. I am, therefore, very much surprised at the result of the last Christmas examination, because unless a standard much higher than usual has been adopted by the examiner in the case of the second-year students, the result is extremely discreditable in some of the training schools, and calls for the immediate attention of the managers.

PER-CENTAGE of STUDENTS who have obtained Excellent, Good, or Fair, *i.e.*, who have passed a creditable Examination in RELIGIOUS KNOWLEDGE.

Name of Training School.	Christmas 1861. 1st Year.	Christmas 1861. 2nd Year.	The same Men at Christmas 1860.
Battersea - - - -	88·67	28·3	94·54
Carmarthen - - - -	45·83	11·11	42·3
Carnarvon - - - -	57·14	27·27	65·21
Chelsea - - - -	94·34	69·57	79·51
Cheltenham - - - -	94·44	26·09	90·74
Chester - - - -	48·27	18·18	87·87
Chichester - - - -	57·14	0·00	50·00
Culham - - - -	53·57	5·13	48·14
Durham - - - -	96·15	31·82	95·65
Exeter - - - -	77·77	0·00	56·52
Highbury - - - -	94·74	72·72	82·60
Peterborough - - - -	47·83	0·00	20·00
Saltley - - - -	81·82	5·88	41·30
Winchester - - - -	90·00	9·09	75·00
York - - - -	70·00	21·62	93·18

The sudden collapse in the result of the second year examination seems to be owing to some partial cause, as the numbers in the first and third columns do not show so re-



markable a discrepancy ; and the per-centages of the second-year students in 1860 were very much higher.

Reading receives much greater attention in all the training colleges than it did three or four years back ; and it cannot fail *in time* to improve, but that time is required is evident from the following facts.

I mentioned in my last report that I had put this question to the assembled students,—“ How many of you have had specific  
“ instruction in the art of reading out loud during the period  
“ of your apprenticeship from the master to whom you were  
“ apprenticed?” and that the result was very unsatisfactory.

I have this year asked the question *individually* of each of 777 students, who had been pupil-teachers ; out of this number 179 replied that they had no instruction in reading as part of their pupil-teachers' work, 410 had only some occasional or irregular instruction, very often *just before the inspection of the school*, when the pupil-teachers have to read to the inspector, and only 188 said that they had regular instruction in reading.

This result, which I can verify for each individual student now from my memoranda of each inspection, shows that the schoolmasters have not as a body that appreciation of reading as an element of instruction which they ought to have, and until this is remedied it is unjust to bring against the training schools the charge of not producing masters who can read well. To teach a youth, who reads badly, to read as a schoolmaster should be able to read, requires *individual* or private tuition : it cannot be done in a class. But whatever may be the method, your Lordships will, I hope, insist on its being done better, even if it should require to be enforced by making a mark below *fair* fatal to the granting of a certificate. A man who is not a tolerable reader is not a *competent* schoolmaster.

Writing, or the forming a good hand, is not sufficiently attended to. I have communications on this subject from different examiners, and I think a much higher standard is required for estimating penmanship. A good plain legible hand is what should be required. A line or two of copy-setting should not be the basis of the judgment, but the general character of the writing throughout the examination papers.

English composition generally does not seem to be taught with any system. In any re-arrangement that your Lordships may direct to be made of the syllabus of qualifications for a schoolmaster's certificate, this last important subject will, I hope, receive some notice.

The methods of teaching arithmetic are generally sensible, and the results satisfactory, as far as the first year is concerned. To the students of the second year the same paper was given as to those of the first year, with some additional questions; the object was to ascertain if special care was taken to keep up the knowledge of arithmetic acquired in the first year. The result will be seen from the following comparative Table:—

PER-CENTAGE of STUDENTS who obtained Excellent, Good, or Fair, *i.e.*, who passed a creditable Examination in ARITHMETIC.

Name of Training School.	Christmas 1861. 1st Year.	Christmas 1861. 2nd Year.	Same Men, Christmas 1860.
Battersea - - - -	64·15	81·25	60·00
Carmarthen - - - -	41·66	44·44	30·76
Carnarvon - - - -	19·05	36·36	65·21
Chelsea - - - -	22·64	58·70	65·30
Cheltenham - - - -	40·74	60·87	79·62
Chester - - - -	51·72	68·18	60·60
Chichester - - - -	42·86	27·27	66·67
Culham - - - -	17·86	30·77	37·03
Durham - - - -	42·31	50·00	69·56
Exeter - - - -	33·33	35·29	60·87
Highbury - - - -	43·86	72·72	56·52
Peterborough - - - -	39·13	14·29	40·00
Saltley - - - -	20·45	47·06	41·30
Winchester - - - -	50·00	45·00	75·00
York - - - -	45·00	62·16	77·27

With the exception of Battersea, Carmarthen, Chester, Highbury, and Saltley, this shows a falling off in the arithmetic of the second year. The students ought to be practised during the second year continually in arithmetic; and if this were done with a good variety of examples, and accuracy of computation insisted upon, all the students who pass in the first year ought to do well in the second year. I fear that in some cases they must have been left to keep up their arithmetic in hours of private study, instead of being perpetually examined, and having their work carefully looked over and criticized. Both in this subject and in the more important one of religious knowledge, I regret to see that the advan-

tages of the second year's training are not so manifest as they ought to be.

The subjects of history and geography are very extensive, and the methods of teaching them are various. Dictating notes, as in some training schools, seems to me of very doubtful benefit. Here, probably, the remark may justly be applied, that the students are "crammed."

Grammar is scarcely taught on any definite system, except where the Latin grammar forms the basis of the subject, or at any rate the basis of the lecturer's plan. Parsing of words, paraphrases, and analyses of sentences are probably the only real exercises that are given. Parsing of words supposes some system of grammar; paraphrasing is not always of the same value. To paraphrase a piece of poetry, translating bold figures into ordinary forms of expression, turning the sentences into a different grammatical form, explaining what is difficult, expanding what is succinct, and so showing that the passage is understood, is a good exercise in language; but to paraphrase prose, is generally putting the ideas into weaker language than in the original, frittering away accurate expression, and in some cases, as when Herschel's Introduction is used, putting indefinite for technical words, and explaining distinct ideas by long periphrases, which will generally be both redundant and defective. The notion of the author is best expressed in the words he has chosen himself. It is very doubtful whether anything is gained by paraphrasing well-written prose; wordy weak trash is substituted for terse accuracy, and what is acquired by this means is the art of "penny-a-line" writing, where the writer employs as many words as possible, or uses general round-about phrases instead of compressing and simplifying.

I think the study of the English language grammatically, and the acquisition of a larger vocabulary, should be encouraged, by adding to the work of first-year students paraphrases of poetry—an exercise in compression as well as expansion, something in the nature of *précis* writing—and some original composition (in which "fine" writing should be reckoned an absolute failure), such as a letter on some subject of the day, or some familiar event, as a harvest home, a game of cricket, a day with children at the Crystal Palace, not to exceed a certain number of lines.\* This would ensure preparation for

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\* I may remark that Dr. Temple recommended something of this kind in 1857:—"Writing English might, however, be permitted to displace some of the present work, not only without loss, but even with a positive gain, both in the Christmas Examinations and in the ultimate professional success of the students."—Minutes, 1857-8, p. 724.



writing either succinct accounts or expanded narratives ; and if frequent exercises of this kind were closely criticized in the course of the year by the officers of the training schools, the students would gradually attain to a more extended acquaintance with their mother tongue.

In order to relieve them of some work less obviously useful, English history might in the first year be restricted to the period beginning at the accession of Henry VII. ; and as they have so little of algebra, that they never can find out its real use, all elaborate drill in algebraic transformations may be suppressed with advantage. It may be said that the elements of algebra enable them to understand the *rationale* of arithmetical processes, but it is no longer the custom to teach arithmetic by technical rules without reasons. The modern plan of teaching involves the explanation of each step, so that this use of algebra will not be much missed. I would only retain it to this extent : the students of the second year might be encouraged to learn the use of symbols involving numerical questions. This is the only practical use they can derive from the algebra they now learn. I should omit all the algebraical exercises of long division, greatest common measure, and reduction to simpler forms. I cannot see that they acquire by a successful study of these subjects anything but accuracy of manipulation ; and this desirable acquirement may be secured by frequent exercise in arithmetical questions. I also find it to be a general opinion that the subject of Church history of the Reformation times is sufficiently taught by the History of England, and by the historical explanations which are given in lectures on the Book of Common Prayer. A real study of the history of the Church in the 15th and 16th centuries is a very serious one ; and the mere sketch which can be acquired from popular books on the subject, though interesting, has no practical bearing on the schoolmaster's calling.

I understand it to be your Lordships' wish that all the work done, or at any rate all that portion of the work of which your officers take cognizance, should be the plain and practically useful work, which has immediate reference to the calling of the master of an elementary school for children of the labouring classes.

This leaves untouched the question of whether or no—for the sake of culture and to encourage students of superior ability—these young men should receive instruction in other and more advanced subjects, to expand their faculties and stimulate self-improvement. It will conduce to the healthy independence of the training schools, if this question

is left entirely in the hands of the managers. The students themselves, or their patrons—if they find openings for employment in the more lucrative situations, *e.g.*, masterships of large schools in towns, by cultivating an acquaintance with such subjects as chemistry, mechanics, &c.,—may reasonably be expected to provide the instruction which secures emolument. While I adhere to the opinion often before expressed, that the certificated schoolmasters generally are not too highly trained, and that exceptions to this assertion are very scarce, I am prepared to admit that the glimpse which they obtain of subjects just above the qualifications which are absolutely necessary may occasionally lead them to talk of their studies, and use big words, in such a way as to alarm the timid and stationary with the notion that the progress of these schoolmasters is too rapid, and that they are educated above their position.

I apprehend it is in no sense your Lordships' wish that the schoolmaster should be depressed into a reading, writing, and ciphering drudge.

Your Lordships require him to be capable of teaching the elementary subjects well; and this he can hardly do if his own knowledge goes no further. Still, it is this capability itself which requires to be tested; and accordingly I venture to propose that the certificate should be a *certificate of competency* rather than a *certificate of merit*. It should be a real guarantee that the master is properly qualified to take charge of an elementary school for children of the labouring class. He may know much more than this certificate guarantees. His other qualifications, which may be attested by certificates from the training school managers, will recommend him to those school-managers who require them just as much as heretofore; but under the proposed plan the Government would not guarantee them by examination or by testimony.

Chemistry, physics, mechanics, need not form part of the subjects in which students are examined for certificates. The other subjects, English literature and Latin, should not be discarded, but absorbed into the general body of the syllabus. At present all these subjects are purely voluntary; but as they enable students to *gain marks*, which influence the class of their certificate, they have been very generally encouraged in the training schools.

As the Science and Art Department issues certificates of competency to teach drawing and science, there is no need whatever to connect them with the qualifications which the schoolmaster's certificate guarantees.

The extended study of English in the training schools, and of the Latin grammar, as the very best and most certain method of teaching grammatical principles, will relieve us

altogether of the remaining subjects, called alternative, all of which, I think, your Lordships may direct to be omitted from the syllabus.

Many persons who have had considerable influence on the plans hitherto adopted will object to this change. They will urge that what the Government does not encourage it discourages. I am not sure that the Government should encourage, by certificate or by subsidy, the intellectual progress of the schoolmaster beyond what the public service needs. Real talent will generally show itself under the spur of competition, and the natural desire to rise will give it sufficient buoyancy. A forcing system encourages weakness to exhibit an appearance of strength; eventually, by its collapse, it brings discredit on the whole work. If the Government only undertakes to issue certificates of competency for a simple, useful, and unpretentious duty, I think it will promote the education of the country in a more sound and acceptable manner than it will do if it continues to issue the present certificates of *merit*.

I must, however, add one suggestion. If, in sympathy with the recommendation of the Royal Commissioners, your Lordships should wish that the simpler elements of political economy, and some other subjects of general interest, dignified with the name of "social science," should form part of the course of instruction, and that good reading books for schools *generally* should contain chapters on these subjects, I think it would be sufficient for the notice of examination to state that, either in the school management paper or in a separate paper, questions will be given thereon; the attention of the managers of training schools will thus be secured.

A short paper suggesting alterations in the syllabus, with reasons, has been circulated by me among the managers of training schools, and others who have paid attention to the subject; and, with the accumulated information derived from these remarks before me, I have the honour to submit a revised syllabus which carries my views into effect, and which I trust may be of use to your Lordships in deciding on any change that the present circumstances of administration may require.

#### STUDENTS OF 1ST YEAR.

- PP 1. Holy Scripture generally; Gospel of St. —, Church Catechism, and Morning and Evening Services.  
 \* 2. Reading, and methods of teaching it.  
 3. Writing, and methods of teaching it.

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PP Two papers.

\* This will be orally tested. Questions on teaching reading will be given under \*\*.



- P 4. Arithmetic, and methods of teaching it.  
P 5. Grammar. First book of *Wordsworth's Excursion* to be thoroughly known. Some questions on Latin grammar will be given which will obtain an extra number of marks.  
P 6. English composition.  
P 7. English history from the reign of Henry VII., inclusive.  
P 8. Geography of the globe generally, and specially (186—) *Asia*.  
P 9. Natural philosophy. Such a general acquaintance with common experiments as may be gained from *Faraday's Six Lectures*, and such as is required to explain the popular science in school reading books.  
\*\* P 10. School management and questions on common things, elements of political economy, and sanitary precautions.  
\*\* 11. Music.  
P 12. Euclid. Books I.—IV., inclusive.  
10 papers.

\*\* This will be tested by the actual teaching of a class in presence of one of H.M.'s Inspectors, on some elementary subject, and a reading lesson.

\*\*\* To be tested by oral examination.

P In these subjects one paper will be given at Christmas.

#### STUDENTS OF 2ND YEAR.

- P Holy Scripture. In 186—, the Epistle of —, and the Acts of the Apostles.  
P Book of Common Prayer.  
\* Reading.  
Writing.  
P Arithmetic.  
P Grammar.—English { a play of Shakespeare, } Latin { Gramm.  
{ or a book of Milton. } { Cæs. B. i.  
P English Composition.  
P English History; one of these periods:—  
(1.) Anglo-Saxon, Norman, and Plantagenet to 1399. (2.) Tudor.  
(3.) Stuart. (4.) 1688 to end of George II. (5.) George III.  
to Queen Victoria.  
P Geography of British Colonies.  
P Natural philosophy.†  
P\* School management.††  
P\* Music.

10 papers.

No student can pass more than twice.

P In these subjects a paper of questions will be set at Christmas.

\* Examination in these subjects will be partly *oral*.

† See remarks on these subjects above.

‡ A lesson on some simple subject must be given before one of H.M.'s Inspectors, and also a reading lesson.

#### SPECIAL REPORTS.

Under the head of each school I have given the information which your Lordships directed me to collect on the amount of vacation, and the method adopted to ascertain the musical skill of the students.

I have also given a summary of the work done in each training school at the annual examination. In determining whether any training school had or had not gained special credit for any subject, I adopted this rule:—If more than 80 per cent. of the students presented were marked E., G., or F., I think that a high standard has been reached; if, on the other hand, less than 30 per cent. gain E., G., or F., on any subject, then I think that in that subject the work done is below a fair standard.

I have given no comparative tables of expenditure and income, as these have now passed out of my hands into a general table; but under the head of each school a general statement is given, and analysed. The amounts here will often differ from those given in the larger table, for my experience leads me to the conclusion that unless the accounts are minutely examined they are useless for the purpose of comparison. In some cases the income is swelled by rebates, which ought to be deducted from the corresponding items of expenditure; as where the outlay for books is very considerable, and on investigation it is found that credit is taken as income for a large quantity of books re-sold to students; or where the fees from the practising school are reckoned as income, instead of being deducted from the expenses, and the balance returned as "expense of practising school."

In the amounts given in my special reports, great care has been taken to reduce all these statements of income and expenditure to one uniform plan, so that *inter se* the accounts of Church of England training schools can be compared without mistrust, except in the cases of Highbury and Carmarthen, from which I received no returns but those in the table (p. 251).

#### BATTERSEA (NATIONAL SOCIETY'S).

Inspected by Rev. W. H. Brookfield and Rev. B. M. Cowie in April and October 1861.

The staff remains as in my last report, with an exception which I am sorry to mention. Mr. Hewitt, the lecturer on geography, who has always maintained a high character here for energy and skill in his special subject, has been obliged to give up his work in consequence of ill health. His place was supplied temporarily by Mr. Fawthrop, who lectures with confidence and accuracy, and will probably turn out an efficient successor to Mr. Hewitt.

The number of students in residence was 103, of whom 57 are in the second year, and 1 in the third year of residence.

The amount of vacation, during which the students must leave the college, is 84 days. At Easter they are permitted to leave for five days. About half remain in the college. The half holidays, on which work is intermitted from dinner to tea time, amounted to 57 during the year 1860.

Mr. Hullah examines the second-year men, and Mr. May the first-year men, to ascertain if they can teach singing: 98 out of the 102 students are

therefore certified by these gentlemen to be able to teach singing in our National schools; 88 of them passed an E., G., or F. examination at Christmas 1861.

The general result of the examination of the first-year students at Christmas shows that considerable proficiency was attained in religious knowledge, grammar, geography, history, Euclid, music, and school management; and in no subject do the students fall below a creditable standard.

In the second year the college stands high in liturgy, grammar, geography, arithmetic, music, and school management; the only subject where there is a breakdown being religious knowledge.

The general result is this:—

Examined in

3rd year, 1; who gained a third class certificate.

2nd year, 48; 17 first class; 28 second class; 3 third class certificates.

1st year 53; 12 „ 38 „ 3 „ „

No failure, no scheduled student.

One student was absent on account of illness, two had left for the same cause during the year, and one had died.

The third-year and the second-year students left at Christmas 1861. Out of this number of 49, 39 were known to have found situations before the 1st of March 1862, at an average salary of 58*l.* per annum. Out of the remainder eight were recommended for situations, with every prospect of being accepted.

To show that the men who gain high certificates do not abandon the profession, Mr. Clark has compiled the following table:—

CERTIFICATED TEACHERS who have left BATTERSEA TRAINING SCHOOL from Christmas 1851 to Christmas 1861.

	1st Class.	2nd Class.	3rd Class.
In National schools under inspection - - -	66	191	134
In endowed and other schools for the poor - - -	7	12	8
In training colleges in Great Britain and Ireland - -	9	1	1
In training colleges in the colonies - - -	3	0	0
In schools for the poor in the colonies - - -	4	4	2
In private schools or tuition (of whom 10 were not Queen's scholars).	0	4	13
In Holy orders (of whom two were not Queen's scholars)	1	1	1
Left their calling for the present (of whom three were not Queen's scholars).	3	4	4
Lost sight of for the present (of whom three were not Queen's scholars).	0	1	3
	93	218	166

Total of those not disqualified for teaching - - -	477
Dead - - - - -	13
Left their calling on the score of health - - -	6

Total of those who have left the college (of whom } 112 were not Queen's scholars) - - - }	496
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The total income for the year 1861 is returned as 5,222*l.* 4*s.* 3*d.*, analysed as follows:—

	£	s.	d.
Raised by managers - - - -	-	258	14 3
National Society - - - -	-	800	0 0
Government grants - - - -	-	4,163	10 0
		<hr/>	
	£5,222	4	3

The expenditure for the same period is 5,394*l.* 3*s.* 7*d.* ordinary, and 13*l.* 4*s.* 6*d.* extraordinary.

The former amount is thus distributed:—

	£	s.	d.
Tuition, model school, books - -	-	1,485	8 0
Maintenance, fuel, housekeeping, &c. -	-	3,145	15 3
General establishment, rent, taxes, &c. -	-	763	0 4
		<hr/>	
	£5,394	3	7

which is at the rate of 51*l.* 17*s.* 4*d.* per head reckoned on 104 students.

The Government payments in augmentation of salaries is 107*l.* 10*s.* 0*d.*  
Total cost to Parliamentary fund, 4,271*l.*

## CARMARTHEN, OR SOUTH WALES (NATIONAL SOCIETY'S).

Inspected by the Rev. H. Longueville Jones and Rev. B. M. Cowie in November 1861.

Officers:—

Rev. W. Reed	-	-	-	-	Principal.
Rev. E. M. Acock	-	-	-	-	Vice-Principal.
Mr. W. T. Dixon	-	-	-	-	Tutor.
Mr. Rickards	-	-	-	-	Normal Master.

Mr. Dixon was about to leave, from failing health; Mr. Acock we had not met at this college before. He gave a lecture on history, the reign of William Rufus, which was recapitulatory and catechetical, and was on the whole a fairly useful lesson.

The number of students returned as in residence in this college in 1861 is 47.

Mr. Longueville Jones and I had before us 18 students of the second year, and 24 students of the first year; 3 of the second-year students and 4 of the first-year students had not been pupil-teachers.

The college has been kept open for the residence of Queen's scholars 281 days. There is a half-holiday every Saturday.

The method adopted to try whether the candidates for the music paper are qualified is thus described:—

"The first-year students have been required to sing a piece of music from notes, each student choosing his own piece. The second year-students to sing a simple passage, which they have not seen before. For the present year (1861) the latter test will be required of all candidates."

Twenty out of the 24 students of the first year were under this condition allowed to take the music paper at Christmas 1861, 14 of whom were marked E., G., or F.

Eleven of the 18 students of the second year passed the required test, and were examined in music, and nine of them obtained E., G., or F.

The general examination at Christmas shows that in the first-year subjects the candidates fell below a fair standard in geography, history, and algebra. They rose to a creditable standard in Euclid.

The examination in second-year subjects gives this result:—

Religious knowledge is below a fair standard. In liturgy, geography, and music the students gained considerable credit. None were examined in Welsh.

Of 18 examined in second year, the result is:—1 first class certificate, 3 second class, 10 third class. Of 24 examined in first year, the result is:—6 second class, 14 third class, 1 schedule, and 3 failures.

The discrepancy between the results,—42 students examined, only 38 accounted for is thus explained:—Four students were detected cheating in the examination, and they are not noticed in the return.

The attendance of the students in the practising school is now registered weekly. The school has steadily improved since Mr. Rickards has been its master; when he took charge, five years ago, the average attendance was 71, and at the time of the inspection it was 123, and increasing. The ordinary attendance in November 1861 was 150.

If the college fills up its numbers, an assistant master would be required in the practising school, to give the normal master more time for the students; but with the present number of residents it is not necessary.

The college has been completed since the last inspection, and the sum of 1,845*l.* paid during the past year by the Government towards the buildings. This is a final grant. The additions seemed very satisfactory, and the approaches, yards, outbuildings, &c., were in very good order, and for the first time since I have inspected the college, I have the pleasure of reporting favourably on all these external and material points.

Of the 18 students of second year who left at Christmas, five were without situations on the 1st of March 1862. Three students of the first year had left the college, and had no schools at that date.

The total income for the year 1861 is returned as 2,228*l.* 10*s.* 6*d.* in the official table.

	£	s.	d.
Raised by managers - - - -	126	8	0
National Society - - - -	545	0	0
Exhibitions - - - -	35	0	0
Fees of students paid by themselves - -	125	18	0
Government grants - - - -	1,396	0	0
	<hr/>		
	£2,228	10	6

The expenditure for the same period is thus returned:—

	£	s.	d.
Tuition - - - -	576	9	9
Maintenance, fuel, &c. - - - -	1,223	12	8
General establishment, &c. - - - -	245	3	9
	<hr/>		
	£2,045	6	2

which on an average number of 47 gives 43*l.* 10*s.* 4*d.* per head.

The extraordinary expenditure on buildings was 4,138*l.* 2*s.* 8*d.*, towards which the National Society and other friends of the institution contributed 2,234*l.* 3*s.*

There was paid to lecturers and assistant masters 200*l.* in 1861, making the Government contribution to the annual expenditure 1,596*l.*, and to extraordinary expenditure 1,845*l.*

## CARNARVON, NORTH WALES.

Inspected by the Rev. B. M. Cowie in August 1861.

Staff of masters :—

Rev. W. R. Williams	-	Principal.
Mr. Cormack, M.A.	-	Vice-Principal, Lecturer in Applied Mathematics.
Mr. R. Roberts	-	History and Music.
Mr. Morgan	-	History, &c.
Mr. Newton	-	Master of Method and of the Practising School.
Mr. Grinley	-	Assistant Master at Practising School.

The new officers since last year were Mr. Morgan and Mr. Grinley.

I heard Mr. Morgan deliver a lecture on history and the method of teaching it. His manner is pleasing and effective ; the subject was rather too wide ; and hence he became diffuse and indefinite. He has, however, a power of teaching, and may become a very effective addition to the staff.

Mr. Grinley gave a model lecture to a very young class at the practising school. He has an excellent command over his class, drills them well, and keeps up their attention. It was intended to call out their powers of observation, and was a very good model of method and lively teaching.

There were 11 students of the second year, four of whom had not been pupil-teachers, one scheduled student, not a pupil-teacher, 23 in their first year, of whom only 14 had been pupil-teachers, and 12 students in a preparatory class, making 47 in all.

The vacations consist of 6 weeks at Midsummer ; 7 at Christmas, of which two were examination days, whole holidays 10 ; one week at Easter. Total number of days 94.

The method of testing the students to ascertain whether they are qualified to take the music paper :—“ Each student must be able to sing at least one psalm tune, one school song, and one chant ; I hear the three sung, and if the student can start and sing them correctly through, I consider him entitled to a certificate.—R. ROBERTS.”

Eleven second-year students were examined at Christmas 1861 ; 10 of them passed this test, and were allowed to take the music paper ; 5 obtained E., G., or F.

Twenty-one students were presented at Christmas 1861 for examination in first-year subjects ; 20 took the music paper ; 4 obtained E., G., or F.

The general result of the second-year examination shows that the students did very well in geography ; that they fell below a fair standard in religious knowledge.

In the first year the result of the Euclid examination was very good ; but in grammar, geography, history, arithmetic, algebra, and music they did not do themselves much credit.

A great deal of elementary work has doubtless to be done with the young men. I see that 10 out of 31 were examined in Welsh. It would be more profitable to them to spend their time in learning arithmetic than in keeping up a national distinction which is comparatively useless.

General result :—

Second-year students examined (11), 2 first class, 6 second class, 2 third class, 1 failure. First-year students examined (21), 4 second class, 13 third class, 3 schedule, 1 failure.

The 11 second-year students left at Christmas, and 10 were placed in situations, with average salaries of 50*l*. Before the 1st of March 1862, 11 first-year students left also, nine of whom were placed before the 1st of March with average salaries of 48*l*.

Of the three unplaced students two only are necessarily disengaged, and they are Englishmen. “ The demand for Welsh-speaking masters is quite equal to the supply as yet.”



Two students had left on account of illness during the year, one to take a situation abroad, and one in consequence of some physical defect.

The income of the year 1861 was 1,596*l.* 19*s.* 6*d.*

	£	s.	d.
By managers, subscriptions, &c.	-	-	203 17 0
National Society	-	-	400 0 0
By students	-	-	202 2 6
Government grants	-	-	791 0 0
	<hr/>		
	£1,596	19	6

The expenditure was 1,662*l.* 16*s.* 8*d.*

	£	s.	d.
Tuition, books, &c.	-	-	569 3 11
Maintenance, wages, fuel, &c.	-	-	906 14 2
Establishment, repairs, taxes, furniture, &c.	-	-	186 18 7
	<hr/>		
	£1,662	16	8

A sum of 35*l.* was also expended on the buildings.

The Government grants, 791*l.*, have to be increased by 125*l.*, paid in augmentation to lecturer and masters, making the total cost to the Parliamentary fund, 916*l.*

### CHESTER DIOCESAN.

Inspected by the Rev. J. P. Norris and Rev. B. M. Cowie in May 1861.

The officers of the college who are permanently employed :—

Rev. A. Rigg	-	Principal.
Rev. J. Bates	-	Vice-Principal at the beginning of the year.
Rev. W. Cripps	-	Assistant.
Mr. Scotson	-	Lecturer on Chemistry and English Grammar.
Mr. Burton	-	Geography.
Mr. Hardy	-	Normal Master and Music Master.

Mr. Beesley and Mr. Fawnthorpe left Chester since the last inspection.

We found 2 students of the third, 22 of the second year of residence, 2 of whom had not been pupil-teachers; in their first year, 29 students, of whom 2 had not been pupil-teachers.

The amount of vacation was not furnished, no account having been kept of occasional holidays. In the next year an accurate return will be made.

The method adopted by Mr. Hardy for certifying to the Principal that the students are qualified to take the music paper is this :—

“Each man must play a tune on an instrument from memory, or sing from memory a verse of a song of his own selection, pitching the note without a tuning fork or any other assistance.”

Of the 22 students of the second year presented at Christmas, 20 were certified to be qualified to take the music paper; 18 of them obtained E., G., or F.

Of the 29 first-year students, 22 were examined in music, and 5 obtained E., G., or F.

In the papers of the second year, the students appear to have done very well in liturgy, grammar, geography, music, and to have fallen below a fair standard in religious knowledge.

Of the first-year subjects, Euclid is the only one which gains considerable credit. In history and music the students did not gain much credit; and in algebra they seem to have done very badly.

Total results:—

2nd year, No. examined, 22; certificates, 1st class, 1; 2nd class, 16; 3rd class, 4; failure, 1.

1st year, No. examined, 29; certificates, 2nd class, 15; 3rd class, 11; schedule, 2; failure, 1.

After the examination 31 students left the college,—

7 of 1st year, of whom 4 were without situations, 1 March 1862.

21 of 2nd                   "           9                   "                   "

2 of 3rd                   "           2                   "                   "

The average salary obtained by the second-year students who had found schools was estimated roughly by the Principal at 60*l*.

The income for 1861 amounted to 2,574*l*. 1*s*. 8*d*.

	£	s.	d.
Managers, exhibitions, &c. - - -	437	18	0
Students - - -	20	0	0
Government grants - - -	2,117	0	0
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	£2,574	1	8

The expenditure (current) was 2,471*l*. 10*s*. 2*d*.

	£	s.	d.
Tuition, model school, books - - -	854	2	2
Maintenance, wages, fuel, &c. - - -	1,283	0	6
Establishment charges, rates, repairs, &c. - - -	334	7	6
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	£2,471	10	2

Improvement of landed property belonging to the college - - - - 102 11 6

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£2,574 1 8

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There is due 115*l*. from the Parliamentary fund to a lecturer and certificated master, making the Government contribution 2,232*l*.

### CHELSEA, ST. MARK'S.

Inspected by Rev. J. G. C. Fussell and Rev. B. M. Cowie in May, June, and November 1861.

There is no change in the list of officers of this training school.

There were in residence 106 students, 6 in the third year, 46 of the second year, and 54 of the first year, when the return now before us was made (in May 1861); 98 of these were Queen's scholars; the remaining 8 include 6 students in their third year of residence, and 1 in the second year, who had been pupil-teachers. There was also 1 student in the second year who had not been a pupil-teacher.

The vacation amounted to 89 days.

	Days.
Jan. 1st—19th	19
March 28th—April 3rd	7
July 16th—Aug. 29th	45
Dec. 14th—Dec. 31st	18
	<hr/>
Total	89

Other holidays, including St. Mark's day and Whitsuntide  $8\frac{1}{2}$  days; (study on each of these days averages 3 hours).

On eleven saints' days the work of the time-table was interrupted by the chapel services, but six hours and a quarter was devoted to study and lectures on each of these days.

In December the candidates for Queen's scholarships are at the college five days after the departure of the students; while in January the new students do not enter till one week after the college re-opens.

The candidates for certificates, who propose to be examined in music, are passed by Mr. Hullah, and on his recommendation the students are either allowed or disallowed by the Principal. In Mr. Hullah's judgment therefore all the students who were examined in Dec. 1861 (with one exception) are competent to teach singing in schools for the labouring classes; 99 were examined, and 98 were allowed to take the music paper; 76.09 per cent. of the second-year students, and 42.31 per cent. of the first-year students passed an E., G., or F. examination in this subject.

The subjects in which the first-year students seem to have fallen below a proper standard are history, arithmetic, and algebra.

In religious knowledge, the catechism, geography, Euclid, Latin, and school management they did themselves much credit.

In the second year no subject is marked below a fair standard. Special credit was gained in liturgy, grammar, geography, history, school management, reading, and class teaching. I regret to notice that arithmetic does not come into this list. But on the whole the college has done well this year, as will be seen below.

Though 106 students are reckoned as resident in this training school, 99 of the first and second year and 4 of the third year were examined.

The general result of the examination was:—

No. examined.

4, third year; result, 3 second class certificates.

46, second year; „ 18 first, 17 second, 9 third class certificates.

53, first year; „ 3 first, 29 second, 21 third class certificates.

Out of these students, 8 left after one year's residence, 5 of whom readily obtained places at an average salary of 50*l.*; 44 left after residing two years and upwards, 34 of whom were at once placed in situations with an average salary of 65*l.* Several of the remainder were in negotiation; on the 1st of March 1862, 12 altogether were still unemployed. During the year one student had to be dismissed for misconduct, one left from illness, and two others, who were in the third year, left also; one of these left to take charge of a National school; another to act as private tutor in a gentleman's family; he has undertaken to repay the Committee of Council the cost of his training.

The Secretary informs me, with respect to the difficulty of procuring situations:—

“The demand for masters able to play the organ or harmonium, and able also to provide female assistance for instruction in needlework, &c., becomes greater each year; and had it not been for these special requirements, few, if any, of the students would, it is believed, have remained without a situation.”

The total expenditure for the year was 5,840*l.* 10*s.* 6*d.*, of which 150*l.* 0*s.* 6*d.* was for special repairs and furniture. The remainder may be analysed as follows:—

	£	s.	d.
Expenses of tuition - - - - -	1,815	18	5
Board of six masters, 106 students, and 10 servants, and other expenses of keep, including fuel, lights, &c. - - - - -	3,105	18	0
Permanent establishment charges - - - - -	768	13	7
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	£5,690	10	0



This divided among the 106 students gives, for the average cost of each, very nearly 53*l.* 13*s.*

The income for the year amounted to 5,744*l.* 12*s.* 3*d.*; one unusual item therein being 43*l.* 9*s.* 9*d.*, excess of income over expenditure in the practising schools.

The remainder is made up as follows:—

	£	s.	d.
National Society's grant and annual subscriptions -	1,662	2	6
Fees paid by students - - - - -	55	0	0
Government grants - - - - -	3,984	0	0
	<hr/>		
	5,701	2	6
Practising schools, as above - - -	43	9	9
	<hr/>		
	£5,744	12	3

In addition to the sum of 3,984*l.*, your Lordships contribute 325*l.* for the year 1861 in lectureships and augmentations; total, 4,309*l.*

### CHELTENHAM.

Inspected by Rev. H. W. Bellairs and Rev. B. M. Cowie in September and October 1861.

There is no change in the list of officers of this training school.

We found 46 students in their second year, 55 in their first year of residence; six of the whole number had not been pupil-teachers.

The amount of vacation is returned as 85½ days, including Wednesday and Saturday half holidays.

The test to be passed by each of the students who wish for a certificate of competency to take the music paper is returned thus:—

“He must be able to play on the organ, harmonium, or pianoforte a psalm tune or school song handed to him by the music master; or he must be able to sing at sight a simple melody given him by the teacher, and to teach the children in the model or practising schools some school song; both to be done to the satisfaction of the teacher, Mr. Heller.”

Out of the whole number, 101, only one student (in the first year) was omitted from the music examination; of 56 second-year students, 25 obtained E., G., or F.; and of the 53 first-year students, 25 passed an E., G., or F. examination.

With respect to the general proficiency of the second-year students, I find that in religious knowledge only did they fail to gain credit. In liturgy, grammar, geography, history, school management, and reading they gained for the college very considerable credit.

In the examination of the students of the first year special credit was due for religious knowledge, catechism, Euclid, and school management. In geography and algebra they are below the mark.

The result of the whole examination is this:—

Second year, No. examined, 46; certificates granted, first class, 12; second class, 22; third class, 10.\*

First year, No. examined, 54; certificates granted, first class, 3; second class, 36; third class, 14.†

There were no failures and no scheduled students.

\* Two dismissed for cheating.

† One dismissed for cheating.

Nine students of the first year left the training school, as well as the 46 students of the second year, to take schools at Christmas 1861; 35 of the latter obtained an average salary of 66*l.* (with a house in most cases), and were known to be placed before 1st March 1862. Five of the nine first-year students were also known to be in situations, and the remaining four were probably settled by that date.

The income of the male training school for 1861 is returned as 4,178*l.* 1*s.* 7*d.*

	£	s.	d.
Contributed by managers - - - -	184	16	7
Contributed by students - - - -	51	0	0
Contributed by Committee of Council - -	3,942	5	0
	<u>£4,178</u>	<u>1</u>	<u>7</u>

The expenditure was 3,960*l.* 13*s.* 1*d.*

Expenses of tuition, books, and model school -	1,354	1	0
Expenses of maintenance - - - -	2,188	14	8
Establishment charges - - - -	417	17	5
	<u>£3,960</u>	<u>13</u>	<u>1</u>

Mr. Bromby states:—"The apparent balance in favour of the college is only apparent, and needs explanation. It arises partly from the fact that the local subscriptions at Clifton, London, &c., belonging to the year 1860, were not paid till 1861. Secondly, a large bill for repairs, amounting to 80*l.*, was furnished too late to be examined and discharged before closing the account for 1861."

It has been urged that the fact often quoted, that 99 per cent. of the expenses of this college have been paid by the Government grants, was of an exceptional character, depending on the prosperity of a single year. I have, therefore, given below the statements of the last four years.

Year.	Expenditure.	Government Grants.
	£ s. d.	£ s. d.
1858 - - -	3,580 8 8	3,575 0 0
1859 - - -	4,064 8 10	3,939 13 4
1860 - - -	3,971 11 6	3,912 5 0
1861 - - -	3,960 13 1	3,942 5 0
	<u>15,577 2 1</u>	<u>15,369 3 4</u>

This shows an average of over 98 per cent. on four years' accounts.

The sum actually paid or due to the college must be augmented by 330*l.*, the augmentation paid to lecturers and a certificated master, making the Government contribution to the exclusive support of the training college for 1861, 4,272*l.* 5*s.*

I have taken no notice of this annual addition in forming the table given above, which represents only the amount paid to the college for Queen's scholarships and the results of the Christmas examination.

## CHICHESTER (BISHOP OTTER'S).

Inspected in June 1861.

List of officers:—

Rev. M. Parrington, M.A., Cambridge	-	Principal.
Rev. J. Francis, B.A., Cambridge	-	Vice-Principal.
Thos. Bennett	- - -	Music Master.
Messrs. White and Farncombe	-	Drawing Masters.
Geo. Hullah	- - -	Master of Practising School.

The number of students in residence was 26, of whom 25 were Queen's scholars; 12 in their first year, 13 in their second year of residence; one student in the first year had not been a pupil-teacher; there were also three private students, making 29.

The winter vacation lasts about five weeks, and the summer vacation about six weeks. The students who wish to visit their friends may do so for a few days at Easter. There is a half-holiday every Saturday, and a whole holiday every red letter day with the exception of an early lecture.

The students sing glees and madrigals very well, several of them learn the piano, and among them are some very good voices. As to the method of ascertaining whether they are qualified to take the music paper, the Principal is himself a musician, and in so small a number he knows all the men's capabilities, and so certifies from personal knowledge and on his own judgment.

Twenty-two were considered by him qualified to teach singing in schools for the labouring classes.

Three out of 10 examined as second-year students, and one out of 12 examined as first-year students passed an E., G., or F. examination in music. This result surprises me, for certainly the majority of them can sing very creditably; and if tested vocally, would have passed a good examination.

The subjects in which the first-year students fell below a fair standard at the Christmas examination were grammar, geography, history, and algebra. They did themselves credit in liturgy, Euclid, and reading.

The second-year students were below a fair standard in religious knowledge and arithmetic; but passed with credit in reading and teaching.

The inquiries which took place after the unfortunate event of a student being killed by a soldier last autumn have left an impression that the discipline of the college is too lax, and I propose to bring this under the notice of the board of managers at the next inspection.

Mr. Hullah, the master of the practising school, gave a model lesson in the central school; it was interesting, and showed that he had considerable power as a teacher. He gained the boys' attention, kept it fixed, and was successful.

The Vice-Principal gave a lecture to the students on physical geography; he was accurate but nervous, and probably by this time has acquired more command of his class. It was the first time I had met him.

The practising school was much larger than at the last inspection (September 1860). The number on the books was then 182, and the average attendance 109. These numbers were in June 1861 raised to 211 and 175 respectively. The master has only two pupil-teachers; with this disadvantage the discipline is good, and the school seems to be managed with firmness and judgment.

The result of the examination of the 25 students at Christmas 1861 was as follows:—

No. examined, 14 first year; result, 4 second class, 8 third class certificates, and 2 scheduled.

No. examined, 11 second year; result, 4 second class and 4 third class certificates.



Some of the students who were examined in first-year subjects had resided more than one year.

Twelve left altogether after more than one year's residence. Those who obtained immediate places got an average salary of 62*l*.

One student was killed during the year; one had to leave on account of illness.

The expenditure of the year amounted to 1,338*l*. 10*s*., of which 27*l*. 8*s*. is put down as interest on debt, the remainder, 1,311*l*. 2*s*., is made up as follows :—

	£	s.	d.
Tuition - - - - -	375	16	5
General expenses of keep for 29 students, one master, and four servants - - -	764	19	1
General establishment charges - - -	170	6	6
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	£1,311	2	0

Which makes the whole cost per student 45*l*. 4*s*.

The income for the year amounted to 1,293*l*. 2*s*. :—

	£	s.	d.
Contributed by subscriptions - - -	260	17	0
By students - - - - -	35	0	0
By Government - - - - -	997	5	0
	<hr/>		
	£1,293	2	0

## DURHAM DIOCESAN.

Inspected by Rev. G. R. Moncreiff and Rev. B. M. Cowie in September 1861.

The staff was then the same as in my last report; but at Christmas 1861 the Rev. A. Sweeting, Vice-Principal and Lecturer in Mathematics, left the college, having obtained preferment in the Church.

We found 22 students in their second year of residence, two of whom had not been pupil-teachers; and 26 in their first year, of whom only one had not been a pupil-teacher.

The amount of vacation in 1861 was calculated at 18 weeks, including the half-holidays.

The following method of ascertaining whether students are qualified to take the music paper is adopted :—The music master writes a passage on the black-board, and requires the student to sing it. When there is a doubt a second trial is given. Nineteen out of 22 in the second year were, under this condition, admitted to be examined in music, seven of whom obtained E., G., or F. in the examination at Christmas; 18 out of 26 in the first year passed the preliminary trial, and of these six obtained E., G., or F.

The result of the last examination shows that the second-year students gained great credit in liturgy, grammar, geography, history, and school management. In no subject did they fall below a creditable standard.

The first-year students did themselves great credit in religious knowledge, catechism, and Euclid. In history they fell below what might reasonably be expected.

General result :—

Second year, No. examined, 22; first class, 2; second class, 14; third class, 6; no failures.

First year, No. examined, 26; first class, 3; second class, 12; third class, 10; 1 schedule; no failure.

Twenty of the 22 second-year students who left at Christmas 1861 had obtained situations by the 1st of March 1862, with average salaries of 56*l.*, six obtaining a house in addition. Nine of them will claim the probationers' grant. One student of the first year also left, who had not obtained a situation by the 1st of March 1862.

One student died during the year.

The income for the year amounts to 2,407*l.* 15*s.* 8*d.*

	£	s.	d.
Endowment, subscriptions, &c. - - -	447	10	8
Paid by students - - - - -	5	15	0
Government grants - - - - -	1,954	10	0
	<hr/>		
	£2,407	15	8

The expenditure amounted to 2,241*l.* 17*s.* 1*d.*

	£	s.	d.
Tuition, practising school, and books - -	773	14	6
Maintenance, fuel, lights, wages, &c. - -	1,247	6	3
Establishment charges, rates, repairs, &c. -	220	16	4
	<hr/>		
	£2,241	17	1

The extraordinary expenditure of the year was 606*l.* 15*s.* For purchase of land, 500*l.*, and building, 106*l.* 15*s.*

The Government grants are 1,954*l.* 10*s.*, as above, and 100*l.* augmentation to lecturer; total, 2,054*l.* 10*s.* This augmentation will not recur, the lecturer having resigned his appointment.

### EXETER DIOCESAN.

Inspected by Rev. B. M. Cowie in September 1861.

There has been no change among the officers employed in this training school since my last report.

There were in residence at the time of the inspection 18 students in their first year, one of whom was not a Queen's scholar nor had been a pupil-teacher, and one was scheduled; 17 in their second year, all Queen's scholars, one of whom had not been a pupil-teacher.

The vacations are:—

In January - - - - -	27	days	} Sundays included.
At Easter - - - - -	8	"	
Midsummer vacation - - -	42	"	
December - - - - -	16	"	
Afternoons of 12 saints' days -	6	"	
Four extra half-holidays - -	2	"	

Total - 101 days.

There is a half-holiday every Saturday.

The students are tried in vocal music by their ability to sing the scale correctly and an easy musical passage at sight.

Seventeen students were presented for examination in second-year subjects; all took the music paper; six obtained E., G., or F. in the examination; 18 were presented to take first-year subjects; 14 took the music paper; 5 obtained E., G., or F. in the examination.

The general result of the Christmas examination shows that in the second year the students did very well in grammar, geography, and school management; but they did very badly in religious knowledge, and in this only.

In the first-year papers the students did very well in religious knowledge and Euclid. They fell below a creditable standard in history and algebra.

General result :—

Second year, number examined, 17; certificates, second class 8, third class 8, failure 1. First year, number examined, 18; certificates, second class 10, third class 5, failure 1; 2 dismissed for endeavouring to cheat in examination.

Twenty-two students left at Christmas 1861; all of whom, with one exception, and he is a second-year man, have obtained situations. But for want of National schools, six have taken union schools; two are seamen's schoolmasters, H.M.S. "Implacable," Devonport; three are assistants in commercial or small grammar schools, and 10 are in parochial or elementary schools.

The Principal writes to me :—"It is proper to state that all those of my pupils who have gone into schools other than elementary, refused again and again overtures from such schools in the hope of getting appointments at or about Christmas in National schools, a position to which they not only feel themselves pledged, but which they invariably prefer. These young men, however, cannot afford to be idle, hence their acceptance of situations in private schools."

The income of this training school for 1861 is 1,982*l.* 19*s.* 10*d.*, contributed thus :—

	£	s.	d.
Endowment - - - -	100	0	0
Managers - - - -	215	6	10
Students - - - -	40	18	0
Government grants - - -	1,626	15	0
	<hr/>		
	£1,982	19	10

The expenditure (current) is 1,884*l.* 6*s.* 6*d.*

	£	s.	d.
Tuition, books, &c. - - - -	702	14	6
Maintenance, wages, fuel, &c. - - -	912	12	10
Establishment charges, rates, repairs, &c. -	268	19	2
	<hr/>		
	1,884	6	6
Extraordinary expenditure, buildings account - - - -	58	4	10
Ventilation of class rooms and dining room	40	8	6
	<hr/>		
	£1,982	19	10

The expenditure of this training school is not easily ascertainable, for the accounts are mixed up with the other accounts of the Diocesan Board. The account returned under the head, books, printing, stationery, &c., 161*l.* 0*s.* 6*d.*, probably includes charges for other work done by the Board. It would be an advantage if the training school expenses were strictly divided from the general expenses, and its accounts kept quite separate.

## HIGHBURY (METROPOLITAN).

Inspected by the Rev. J. G. C. Fussell and Rev. B. M. Cowie in April and July.

At the time of our inspection the office of Vice-Principal, vacant by the retirement of Mr. Bodley, had not been filled up. The Rev. John Hawes, B.A., of Trinity College, Dublin, has since been appointed.



The college staff consisted of:—

Rev. C. R. Alford	-	-	-	Principal.
Mr. Roe	-	-	-	Lecturer on Mathematics.
Mr. Cooper	-	-	-	„ History.
Mr. Quin	-	-	-	„ Geography.
Mr. Bulbeck	-	-	-	} Assistant Masters.
Mr. McDowell	-	-	-	
Mr. Daintree	-	-	-	Master of Practising School and Normal Master.
Mr. Dexter	-	-	-	Assistant Master of ditto.

All these gentlemen, who have been reported upon in past years, continue to render effective services.

Mr. Bulbeck wanted a little more method in his manner of teaching grammar; the exercise was not sufficiently searching to make it valuable.

Mr. McDowell gave a lecture on the rise and spread of the Reformation on the Continent, on the points of difference between the Swiss and German Reformations, and on the life of Zwingle.

I doubt whether this be necessary for the training of schoolmasters for the children of the labouring poor; but Mr. McDowell has a vocation for teaching, questions very judiciously, closely, and opportunely, and as far as I could judge seemed to know his subject very well. We found 23 students of the second year and 57 of the first year resident in the college; three of the latter number had not been pupil-teachers.

The amount of vacation is thus given:  $9\frac{1}{2}$  weeks, exclusive of Christmas vacation.

The conditions under which students are allowed to be examined in music are:—

“First year,—they must sing correctly something they have learned, and also sing at sight. But very few are rejected in this stage of training.

“Second year,—they must sing at sight correctly some easy passage. None are certified as qualified to take the music paper unless they are considered able to teach singing in an elementary school.

“This regulation was in force before their Lordships’ recent circular requiring the latter condition.”

Under these circumstances the 22 men examined at Christmas 1861, in the second-year papers, were all admitted to take the music paper, and 13 obtained E., G., or F.

Fifty-six out of 57 first-year men were examined in music, and 30 obtained E., G., or F.

The result of the general examination of the second-year men shows that the students gained very considerable credit for the college in liturgy, grammar, geography, history, and school management, and in no subject did they fail to come up to a very creditable standard.

The examination of the first-year men was almost equally satisfactory, the general proficiency in all subjects but algebra being considerable. In algebra they showed but moderate attainments, only 11 out of 57 gaining E., G., or F.

On the whole, the work done reflects credit on the college.

Twenty-two second-year men were granted 7 first class, 10 second class, 15 third class certificates.

Fifty-seven first-year men were granted 6 first class, 35 second class, 15 third class certificates. There was one failure in the first year.

All the second-year men left the college at Christmas; 5 of them were without situations on the 1st of March 1862; 22 first-year men also left, and all but 5 of these had obtained situations by the same date.

By the account of income and expenditure sent from the office it appears that the income of the last year was 4,318*l.* 4*s.* 1*d.*

	£	s.	d.
By managers - - - - -	934	4	1
Government grants - - - - -	3,374	0	0
	<hr/>		
	£4,318	4	1
	<hr/>		

The ordinary expenditure for the same period for 84 students, 3,957*l.* 9*s.* 2*d.*

	£	s.	d.
Tuition - - - - -	1,326	12	9
Maintenance - - - - -	2,079	17	11
Establishment charges - - - - -	550	18	6
	<hr/>		
	£3,957	9	2
	<hr/>		

or 47*l.* 2*s.* 3*d.* per head.

The extraordinary expenditure on buildings, &c., was 82*l.* 3*s.* 6*d.*

The augmentation paid to lecturers was 218*l.*, making the annual subsidy of the Government 3,592*l.*

#### OXFORD DIOCESAN (CULHAM).

Inspected in October 1861, by Rev. W. M. Capel and Rev. B. M. Cowie.

List of officers of this college (resident):—

Rev. A. R. Ashwell, M.A.	-	Principal.
Rev. W. Pickard	-	Vice-Principal.
Mr. Dunn	-	} Assistant Masters.
Mr. Rowe	-	
Mr. Pimblett	-	Music Master, Normal Master, & Master of Practising School.

The only change being the substitution of Mr. Pimblett for Mr. Payne, the late normal master.

Mr. Pimblett was a teacher at Peterborough; I reported on his work at that training school last year. He has now entered on new duties. He is painstaking and elaborate, but I thought the lecture we heard wanting in vigour and practical usefulness. It is, however, unfair to judge from the first attempt, Mr. Pimblett having undertaken his present duties since Midsummer.

We found 41 students in their second year of residence, two of whom were schedule students, who would be examined at Christmas with the first-year men; and 26 in the first year of residence: of the whole number, 16 had not been pupil-teachers.

"The amount of vacation is six weeks at Midsummer, one week at Easter, "and from the close of the Government examination in December to the last "Monday in January. This has never been departed from." This gives 80 days, not including Sundays. The other interruptions of the time-table are:— On Church holy days, 14 whole days and 7 half days; two other whole days and 10 half days; making altogether 96 days and 17 half days, exclusive of the two half-holidays in the time-table, viz., Wednesday and Saturday. This statement of course refers to the year 1860, as it was obtained from the Principal at the time of inspection.

The rules laid down for testing the fitness of a student to teach music are :—

1. He must have a tolerably pleasing voice.
2. He must be well acquainted with the elementary parts of the theory of music, in particular the construction of scales.
3. He must be able to sing or play upon some instrument, at sight, a melody of the same degree of difficulty as the ordinary school songs, or a psalm tune.

Thirty-six out of 39 second-year students were on these conditions allowed to take the music paper, and 27 obtained E., G., or F. at Christmas.

Twenty-eight students only were presented for examination at Christmas in first-year subjects; 26 were examined in music, and 11 obtained E., G., or F.

The result of the general examination shows that the second-year men did very well in geography. They obtained very little credit for their religious knowledge; and in arithmetic they only barely escape being considered not to have reached a creditable standard.

The examination of first-year students shows a good standard in Euclid; but deficiency in grammar, history, arithmetic, and algebra.

General result of examination :—

Second-year students examined, 39; 3 first class, 11 second, 17 third class certificates; 8 failures.

First-year students examined, 28; 1 first class, 9 second, 12 third class certificates; 2 schedule; 4 failures.

Forty-two men left the college after more than one year's residence for school work, 31 of whom were placed in situations before the 1st of March 1862, gaining average salaries of 61*l.* 9*s.*, reckoning board and lodging as worth 30*l.* a year.

Two men left after one year's residence, who found situations of 55*l.* a year, estimated as before.

One student left during the year from illness.

The income for 1861 was 2,966*l.*

	£	s.	d.
Contribution by managers, exhibitions, &c.	-	320	0 0
„ students or their patrons	-	173	0 0
„ Government	-	2,473	0 0
		<hr/>	
		£2,966	0 0

The Committee of Council pay also 25*l.* augmentation of salary, total, 2,498*l.*

The expenditure amounted to 2,966*l.* 2*s.*, which is analysed thus :—

	£	s.	d.
Tuition, practising school, books, &c.	-	969	1 6
Maintenance, wages, &c.	-	1,623	15 0
Establishment charges	-	373	5 6
		<hr/>	
		£2,966	2 0

This, estimated on 69 students, gives an average expenditure per head of nearly 43*l.*

The class-rooms at this college are very ill ventilated, and are positively unwholesome when a large number of students are assembled; and the dormitories, sinks, &c., in the upper portions of the building (internally) were not in a creditable condition of repair or cleanliness when we inspected the college: of this we complained to the committee. There seems to be a divided authority in this department of the management, which results in discomfort and untidiness. Externally the buildings and approaches are in excellent order.



PETERBOROUGH DIOCESAN.

Inspected by Rev. J. J. Blandford and Rev. B. M. Cowie in October 1861.

The Rev. C. Daymond -	-	Principal.
Mr. J. Thomson -	-	Vice-Principal.
Mr. Walker -	-	Lecturer on Geography, Tutor.
Mr. Shockley -	-	Lecturer on Grammar, &c., Ass. Tutor.

We found in residence 44 students; 23 in the first year, of whom 3 had not been pupil-teachers; and 21 in the second year, of whom 3 had not been pupil-teachers.

			Days.
The vacation lasted from	1st to 30th January	-	30
"	"	8th July to 24th August	49
"	"	15th to 31st December	15
			<hr/> 94 <hr/>

Nine hours per week are spent in daily service in the cathedral, and there is a half-holiday on Wednesday and Saturday.

The candidates for the music paper are certified by the Principal. "Their vocal ability is marked by personal observation extending over more than 120 practices in the year. Every student is taught the theory of music. To apply this practically in singing school songs, and teaching them to children, is regarded as the minimum of efficiency."

At the examination in December all the 23 students of the first year took the music paper; and 12, or 52·17 per cent., passed an E., G., or F. examination; of the 21 second-year students, who were all qualified to take the paper according to the test given above, 15, or 71·43 per cent., gained E., G., or F. at the examination.

The subjects in which the first-year students fell below a proper standard were grammar, history, algebra. They gained a creditable position for their training school in geography and Euclid.

In the second year the subjects which seem weak are religious knowledge, grammar, and arithmetic (very weak). In geography and history this training school seems to have done very well.

The general result of the examination was as follows:—

Second year, number examined, 21; result, 9 second class certificates, 9 third class.

First year, number examined, 23; result, 12 second class certificates, 7 third class, 1 schedule; 2 dismissed for cheating at the examination.

Of these students, 18, who left at the end of the year after two years' residence, obtained situations, with an average salary of 58*l.*; the other three were in treaty for schools on the 1st of March 1862. Two of the first year left at Christmas 1861, and obtained situations with average salaries of 50*l.* per annum. One student had to leave during the year, as his scholarship was refused by the Committee of Council.

The total expenditure for the year is returned as 2,353*l.* 16*s.* 8*d.*, of which 23*l.* 3*s.* 6*d.* was for printing and advertising for the building fund; the remaining sum of 2,330*l.* 13*s.* 2*d.* is in the return supposed to be divided by 48, to calculate the cost per student. As I only found 44 in residence, and only 44 are returned as examined at Christmas, I suppose there may have been some students in a preparatory class who are not returned anywhere else. Taking the number 48, the average cost per student is about 48*l.* 11*s.*

	£	s.	d.
Tuition, books, &c. - - - -	667	1	10
Cost of maintenance, fuel, lights, &c. - -	1,379	10	11
Establishment charges - - - -	284	0	5
	<hr/>		
	£2,330	13	2

The income is returned as 2,330*l.* 13*s.* 2*d.*

	£	s.	d.
From subscriptions and grants from Boards -	397	0	0
Paid by students (10) - - - -	154	0	0
Paid by Government - - - -	1,512	0	0
Balance paid by Northampton Society -	267	13	2
	<hr/>		
	£2,330	13	2

In addition to the sum of 1,512*l.*, your Lordships pay as lectureship and augmentation 94*l.* 10*s.*; total 1,606*l.* 10*s.*

At a conference with the committee of managers on the proposed plans for building, it was resolved to defer the question of building for the present.

#### WINCHESTER AND SALISBURY DIOCESAN.

Inspected by Rev. W. P. Warburton and Rev. B. M. Cowie in October 1861.

The officers of the training school, reported in previous years, all continued in their offices at the time of inspection. Mr. Johnson, the Vice-Principal, left at Christmas 1861.

The number of students in residence was 24, but only 22 were examined, 11 in each year of residence. Two of the first-year students had not been pupil-teachers.

The amount of vacation is 87 days, and there are two half-holidays every week.

With respect to the method of testing the ability of the students in music, before they are allowed to take the paper, Dr. Wesley writes as follows:—

“The method of trying the candidates adopted here consists of their being required to sing at sight certain things, and such as can play on an instrument exhibit their powers in that way. Those only are rejected who show no ability or promise. This seems more lenient than a well-ordered state of things should permit, but it has been unavoidable hitherto.”

Ten out of 11 in the second year, and 10 in the first year, were on these conditions admitted to the examination in music; three in the second year and four in the first year obtained E., G., or F.

The result of the general examination at Christmas shows that the students did not fall below a fair standard in any of the first-year subjects; and that they did themselves great credit in religious knowledge, catechism, Euclid, and school management.

The second-year students were below a fair standard in religious knowledge and music; they deserved special commendation for liturgy and grammar.

General result:—First year, examined 10; first class, 1; second class, 4; third class, 4; schedule, 1. Second year, examined 11; first class, 1; second class, 5; third class, 2; failure, 3.

Of the 11 second-year men who left at Christmas 1861, 10 obtained situations at an average salary of 55*l.* and a house; it was not known (1st March 1862) whether the eleventh man had succeeded in getting a situation.

Six students of the first year left, three of them being private students, three Queen's scholars; one of each class was still without a situation on the 1st of March 1862, ill health being the cause in one case.

The ordinary expenditure was 1,349*l.* 10*s.* 9*d.* on 24 students, at an average cost of 56*l.* 4*s.* 7*d.* per head, viz.:—

	£	s.	d.
Tuition, books, &c. - - - - -	488	18	3
Maintenance, wages, fuel, &c. - - - - -	738	9	11
Establishment expenses, rent, rates, &c. - - - - -	122	2	7
	<hr/>		
	£1,349	10	9

The income is returned as 1,335*l.*, made up thus:—

	£	s.	d.
Contributed by managers - - - - -	466	5	0
„ students or their friends - - - - -	85	15	0
„ Government - - - - -	783	0	0
	<hr/>		
	£1,335	0	0

The extraordinary expenditure has been 4,159*l.* 5*s.* 9*d.* for the erection of a new collegiate building, which was not completed when the inspection took place.

The total contribution to this normal school is 883*l.*, a lectureship augmentation of 100*l.* being given. This is now extinguished, as Mr. Johnson has left.

## WORCESTER DIOCESAN (SALTLEY).

Inspected by Rev. H. W. Bellairs and Rev. B. M. Cowie in September 1861.

Officers of the college:—

Rev. W. Gover, M.A.	-	Principal.
Rev. J. Draper	-	Vice-Principal, Lecturer on Geography.
Rev. W. J. Savile, M.A.	-	Lecturer on Mathematics.
Mr. J. Mugliston, B.A.	-	English Literature and History.
Mr. F. Bassett	-	Music and Drawing.
Mr. J. Long	-	Master of Method and of the Practising School.
Mr. C. Sturtevant	-	Drawing.

We found 82 students in residence.

In their first year of residence, 36 Queen's scholars, 2 of whom had not been pupil-teachers, and 7 other students, 2 of whom had not been pupil-teachers, in all 43.

In the second or third year of residence, 39 students, all Queen's scholars, 4 of these had not been pupil-teachers.

The periods of vacation during the year 1861:—From 1st January to 30th January, from 12th April to 25th April, from 27th July to 31st August, from 21st December to 31st December. Every Saturday is a half-holiday.

The number of students whom the buildings can hold is 125. Of furnished dormitories there are 112.



The only officer on whom I have not reported before is Mr. Mugliston, of Oriol College, Oxford. This gentlemen gave a lecture on English history, the reign of Henry VII., which was vigorous, comprehensive, and delivered with considerable energy. I consider that Mr. Mugliston will be a very valuable addition to the staff, if the managers are able to retain his services. The other officers continue to discharge their several duties in a satisfactory manner, as I have already described them.

Of 44 students of the first year, 31 were admitted to take the music paper, 6 of whom passed an E., G., or F. examination; of 39 students of the second year, 32 were admitted to take the music paper, and 9 obtained E., G., or F. in the examination.

There is a slight discrepancy in the numbers given in the tables supplied by the office, owing to three cases of illness.

The general result of the Christmas examination shows that the students of the first year passed with considerable credit in religious knowledge, Euclid, and school management; but that they fell below a creditable standard in history, arithmetic, algebra, and music.

The result of the examination of second-year students shows deficiency in religious knowledge and music, and a creditable proficiency in grammar, geography, history, and school management.

Number examined, first year, 44; result, 12 certificates of second class, 28 of third class, 1 schedule, 3 failures.

Number examined, second year, 34; result, 2 certificates of first class, 10 of second, 21 of third, and 1 failure.

Some of the students examined in the first year were probably second-year men re-examined in first-year subjects, for the return of the number of men leaving for situations at Christmas 1861 is given as 38 second-year and 5 first year; of these, 14 and 3 respectively were without situations on the 1st of March 1861, as far as the college records could furnish information.

I should not omit to notice one remarkable entry in the returns from Saltley. Six students left the college on account of the declaration required from Queen's scholars, which binds them to remain National schoolmasters.

Out of 167 certificated masters who have been trained at Saltley up to Christmas 1860, 148 were known to be teachers in elementary schools, seven were dead, two had deserted, one had left, but is repaying the cost of his education, one resigned from ill-health, two are in holy orders, and six were unknown or were without situations.

The income of the year 1861 amounted to 3,621*l.* 8*s.* 7*d.*; the expenditure to 3,581*l.* 3*s.* 1*d.*

The particulars of the income are these:—

			£	s.	d.
Contributed by managers, &c.	-	-	-	421	12 0
„ students	-	-	-	184	16 7
„ Committee of Council	-	-	-	3,015	0 0
			£3,621	8	7

The particulars of the expenditure:—

			£	s.	d.
Tuition, model school, books, &c.	-	-	-	1,238	8 4
Maintenance, fuel, &c.	-	-	-	1,916	15 10
Establishment charges	-	-	-	425	18 11
			£3,581	3	1

To the amount given above as Government grants must be added 200*l.*, paid to two lecturers, Mr. Draper and Mr. Savile, making the total of Government subsidy 3,215*l.*

# YORK AND RIPON DIOCESAN.

Inspected by Rev. F. Watkins and Rev. B. M. Cowie in May and October 1861.

There had been no change in the staff of college officers during the year, but at Christmas 1861, the Rev. J. Jones, the Vice-Principal, resigned, having obtained another appointment. There were in residence 40 students of the first year, and 38 of the second year, in all 78, of whom 5 had not been pupil-teachers.

The amount of vacation is returned thus:—

85 days, exclusive of half-holidays on Wednesday and Saturday during the remainder of the year.

The mode adopted for ascertaining whether the candidates for the music paper are qualified according to the syllabus is to require them to sing correctly some simple melody, such as the 100th psalm, the teacher of music being the judge. By this test, or by the later test which the Committee of Council established, 26 out of 40 first-year students and 31 out of 37 second-year students were admitted to be examined in music at Christmas 1861. The result was:—first year, 13 obtained E., G., or F.; and second year, 21 obtained E., G., or F.

The general examination of the students gives the following results:—

First year.—The students specially distinguished themselves in catechism, Euclid, and school management; in history and algebra, they fell below a fair standard of proficiency.

Second year.—The subjects in which special credit was gained were grammar and geography. In religious knowledge the standard was below what I have in these remarks adopted as a fair one.

General result:—

First year, number examined, 40; 4 first class, 15 second class, 16 third class certificates; 2 schedule; 2 failures.

Second year, number examined, 37; 6 first class, 17 second class, 12 third class certificates; 2 failures.

One man had to be dismissed for misconduct, which makes up the total 78.

Of the 37 men who left at Christmas 1861 after two years' training, 29 had obtained situations before the 1st of March 1862, at an average salary of 53*l.*; three more were then in treaty with prospect of success. 12 men left after one year's training, 7 obtained situations at an average salary of 45*l.* per annum; 5 were unprovided with schools on the 1st of March 1862.

The income of the college was 3,172*l.* 4*s.* 1*d.*

		£	s.	d.
Contributed by managers and exhibition	-	219	11	11
„ students	- - -	19	2	2
„ Government grants	- -	2,933	10	0
		<hr/>		
		£3,172	4	1
		<hr/>		

The expenditure was 3,172*l.* 4*s.* 1*d.*

	£	s.	d.
Tuition, books - - - - -	1,038	7	0
Maintenance, wages, fuel, &c. - - -	1,745	11	6
Establishment charges, including practising school - - - - -	388	5	7
	£3,172	4	1

To the Government contribution of 2,933*l.* 10*s.*, must be added 275*l.* paid in augmentation to lecturers, making the total cost to the Government 3,208*l.* 10*s.*, which exceeds the whole expenditure.

### MODEL AND PRACTISING SCHOOLS.

*Battersea*.—The endowed National school of the village is divided into an upper and lower portion, one of which constitutes the model and the other the practising school. Average attendance, 393 ; payment in upper school 4*d.*, in lower 1*d.* per week.

*Carmarthen*.—The practising school is the boys' National school in the centre of the town. Average attendance, 130.

*Carnarvon*.—As at Carmarthen. Average attendance, 181.

*Chelsea* (St. Mark's).—A large school in the grounds of the college is divided into three parts. The upper part or first division is a model school where the boys receive a superior education, paying 10*s.* 6*d.* a quarter, and consequently they are of a rank in life superior to the boys in most National schools. The second division is a practising school approaching the condition of a good town school. It feeds the upper school. The fee is 7*s.* per quarter. The third is really a National school open to all comers, at 3*s.* 6*d.* and 2*s.* 6*d.* per quarter. This is used as a practising school. Average attendance, first division, 121 ; second division, 145 ; third division, 164.

*Cheltenham*.—A school in two divisions attached to the training school, first division called the model school ; second the practising school. Average attendance, 73 and 100, and payment from 8*s.* to 2*s.* per quarter, some scholars free.

*Chester*.—A model school and practising school in one. The school is attached to the college. The boys pay on the following scale:—20 pay 0*d.* ; 20 pay 2*d.* ; 20 pay 4*d.* ; 60 pay 6*d.* ; 46 pay 8*d.*, and 6 pay 1*s.* per week. There are no pupil-teachers. The students teach the boys. The encouragement to remain to a more advanced age is successful. The



boys acquire a great deal of miscellaneous knowledge. Average attendance, 126.

*Chichester*.—The practising school is the central school of the city, one of the old foundations on Dr. Bell's plan. Average attendance, 175.

*Culham*.—A small school on the grounds of the college is used as a practising school. It has not been very successful of late years from special circumstances; some children come from Abingdon two miles distant, and some from the village of Culham. Average attendance, 39.

*Durham*.—Here is a model school attached to the training college. As practising schools two large town schools are made use of, the Blue Coat School and St. Oswald's.

In the model school the fees are 8s. and 4s. a quarter. The other schools are on the type of ordinary town schools. Average attendance, model, 84; Blue Coat, 161; St. Oswald's, 100.

*Exeter*.—The practising school is the village school of Heavitree. Average attendance, 72. The students also visit as model schools the large schools in the city of Exeter, the Episcopal (average attendance, 190), the Central (average attendance, 118), and the National (average attendance, 106).

*Highbury*.—A model practising school attached to the college. The boys pay 10*d.* a week, (the managers supplying books,) and generally are of a class superior to what would be found in ordinary schools. Average attendance, 184.

*Peterborough*.—A new school built as the practising school of the future college, held in one large room without a classroom. It is a kind of central school for the city. Average attendance, 110.

*Saltley*.—A practising school, about one mile from the college. Average attendance, 105. A fair sample of what a school would be in a manufacturing suburb.

*Winchester*.—The parish school of St. Michael's, in two divisions; one (boys') serves as a model and the other (mixed) as a practising school. The students teach in both. Average attendance, 133.

*York*.—Two schools attached to the college, one a model, and the other a practising school. The model school is furnished with all requisite appliances for a good middle class school. The boys pay 6*d.* and 4*d.* a week. Average attendance, 110. In the practising school the boys pay 1*d.* a week; the average attendance is 90. It is a fair sample of a city school.

I have here described succinctly the model and practising schools attached to the several training schools which I inspect. More minute information in each case may be found (if required) in my previous reports. It remains to consider the subject of these schools as a whole: to lay down, first of all, clearly what is wanted; and then to point out which of these schools (if any) exactly meet the requirements, which fall short of the perfection which can be imagined, and what are the causes which prevent this desirable result.

A practising school should be a school of average condition, in which the students teach under the eye of the master; and its chief object (as far as these young men are concerned) should be to enable them to learn to teach by practical attempts, watched and criticized by an experienced superintendent.

A model school should be a school where the students may see the best methods carried out, and the best results secured. It should be such as they ought to imitate, and would be able to imitate in any place to which they may afterwards be appointed.

The questions which arise are these:—Are the practising schools of our training colleges suitable for the purpose? Do the model and practising schools contain such children as the students will have to teach? Are the methods such as should be imitated in good parochial schools? Are the model schools kept up for the purpose of showing the students in training what an average school in the best condition should be? or are they above or below that average? If above it, is the cause that the managers get a higher class of pupils, in order to make their payments aid the general funds? or is it merely, that the school being good, the children of a class who have no right to the bounty of the State, avail themselves of it, paying the same rates as their poorer neighbours?

The question about *the class* of children admissible to Government help is a very difficult one, from the impossibility of wording a rule so as to include all who are fairly entitled to help, and exclude all who are not entitled.

Under the new system, perhaps, it may be more easy to strike off from the list all children who ought to be educated at their parents' expense. Clearly none who can pay the school-fees should be relieved from their natural liability. But I do not think that any social or political definition will secure this. If effectually done, it will be done by a proviso

which contains some arithmetical test, which no ingenuity can avoid.

It should be remembered that socially it is desirable that schools should be general; not limited to a class; but, financially, it is equally desirable that the public money should not be employed to relieve any of the Queen's subjects from the natural duties which they can fairly discharge.

The British schools are in a great measure schools for the education of the lower middle class, and come under the same description as some of our model schools.

Here are some results collected:—

OCCUPATION of FATHERS of CHILDREN attending the MODEL and PRACTISING SCHOOLS.

Name of Model or Practising School.	Employed by others as Fore- men, ordinary Artizans, or Servants.	In busi- ness on their own ac- count.	In Occu- pations or Pro- fessions.	No Father.	Orphans.	Un- known.	Total.
St. Mark's College							
Upper School:—*							
Higher Division	20	47	33	- - -	- - -	-	100
Lower Division -	34	36	30	- - -	- - -	-	100
Cheltenham Model							
School - - -	10	52	16	- - -	- - -	-	78
Cheltenham Prac- tising School -	40	36	3	13	- - -	-	106
Chester Practising							
School - - -	64	48	21	- - -	- - -	4	137
Durham Model							
School - - -	30	34	10	- - -	10	-	84
Worcester Practising							
School - - -	111	18	7	- - -	- - -	-	136
York Model School -	29	65	17	- - -	- - -	-	111

\* 100 pupils taken without selection in each division.

The model schools at Cheltenham, Chester, York, Durham, Highbury, and the upper division of the school at St. Mark's, Chelsea, seem to me rather above the average of National schools; *i.e.*, they are not schools for the poor of the several neighbourhoods in which they are placed.

The high rate which the fees may reach, or the superior class of children who attend them are certainly not indispensable for the objects of normal training, and may have a tendency to unfit the students in taste and aptitude for the instruction of the poor. Though I do not think that this is the case to such an extent as to make them look for employment in grammar or proprietary schools, it may tend that way;



but the returns from the training schools show that the tendency is limited.

In the case of Cheltenham, York, Durham, and Chelsea, the model schools are not the only schools; there are practising schools as well, which are of the ordinary type.

The Chester and Durham model, the York model, and the Chelsea upper school, certainly ought not to require aid from the Parliamentary fund. The upper division of the Highbury school should have only the support of pupil-teachers, and no capitation grant.

The schools attached to the other training colleges are parochial, or quasi-parochial, and I do not think that they are otherwise than well adapted to the purpose.

I might perhaps offer the following suggestion of an ideal model school, which would be a great advantage to any training school.

Let a number of children be collected together in an inconvenient room, payments and attendance uncertain, cleanliness disregarded at first, discipline bad, ignorance total. Let this by some model process be transformed, so that in a short time the payments and attendance become regular, cleanliness of person and clothing be enforced till they become the rule, discipline exact, kind but strict, and real progress made in elementary religious knowledge, reading, writing, and arithmetic.

If these changes could be made without the aid of expensive adjuncts, supposed to be necessary to secure a good report from one of Her Majesty's Inspectors, then we should have a really valuable model before the students who had watched the process. It would show what could be done under difficulties, without costly appliances, by judgment, experience, perseverance, and devotion.

Now it is hardly to be expected that such examples should be common, but our present model schools are conducted on the opposite principle. They are generally attended by children who are regular, cleanly, and well clothed. The school-room has every kind of convenient apparatus, and the student has no example before him of difficulties overcome. He sees an excellent, well-ordered school, which is very probably a strong contrast to the first school he has to undertake.

It is well for him to have had such an example as one to aim at, but it does not fit him for grappling with difficulties.

If the managers of training schools could set up a model of the kind I have described—and in some places it might be done—probably the teachers who had seen the successful progress

would have gained a professional benefit which they cannot gain from the present models.

In the case of the Chelsea St. Mark's school only has the income been such as to indicate the possibility of self-support. This is the only case where the managers have returned the practising and model schools as contributing to the college funds, and it must be remembered that there is also an excellent National school of the ordinary type, which is carried on in conjunction with the model school.

I have the honor to be, &c.

B. M. COWIE.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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REPORT, for the Year 1861, by Her Majesty's Inspector,  
the Rev. F. C. COOK, M.A., on the CHURCH OF ENGLAND  
TRAINING COLLEGES for SCHOOLMISTRESSES.

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MY LORDS,

Privy Council Office.

THE general condition of the training colleges for schoolmistresses, in connexion with the Church of England, has undergone no change of importance since I last submitted a report to your consideration. They were all full of students, by far the greater number of whom were Queen's scholars, when I visited them with my colleagues between the months of April and October last year, and, as will appear in the special reports, they remain, without an exception, under the same general management, and without any material alteration in organization or system. I have still to report that no difficulty has been experienced in obtaining a sufficient supply of duly qualified candidates for admission, nor, up to the date of my last visit, in procuring eligible situations for those who had completed their course of training.

Since the beginning of this year I have received letters from some of the managers informing me that the demand for teachers has considerably decreased of late, and that several students who passed in the last examination are not yet engaged. This is a natural result of the state of uncertainty in which all matters connected with education have been kept by the suspension of the system upon which parliamentary grants have hitherto been distributed. I do not doubt that, whatever may be the issue of discussions now pending, at least an equal number of trained schoolmistresses will be required, nor should I have thought it necessary to call attention to the fact were it not probable that exception would be taken to the statement, which I have still felt it my duty to make, touching the proportion between the demand for schoolmistresses and the number annually supplied by the training colleges.

I am satisfied that all the training colleges for female teachers now in existence will not do more than meet the permanent demand. It must be borne in mind that a much larger number of female than of male teachers must always be required, partly on account of the vast number of small agricultural parishes where it would neither be possible, nor, in my opinion, desirable to employ young men, partly because



in large parishes two female teachers, one for girls and one for infants, are almost always needed ; partly too, though to a far less extent than is generally supposed, because a certain proportion of the schoolmistresses marry within a few years after the completion of their training. It may be well to wait a few years before any addition to the present training colleges is encouraged by grants from your Lordships, but when the educational system is expanded so as to meet the real wants of the country, I think it far more probable that enlargements and additions will be needed than that any of the existing colleges should be found too large for the districts in which they are established.

The most urgent want at present is undoubtedly that to which attention has been called by the report of the Royal Commissioners. There is no adequate provision for training infant teachers. The only special provision is a small class in a separate department of the Home and Colonial Institution. It is excellent, so far as it goes, but it is absurdly disproportioned to the extent of the demand which it recognizes, but scarcely professes to meet. The minute of 29th April 1854 works in a most satisfactory manner as regards this class ; the attainments which it requires are amply sufficient, and the practical training which it ensures is remarkably good, but no other institution connected with the Church of England has hitherto applied for admission to the advantages which it offers. I do not think it probable that any institutions will do so. The conditions which are imposed by the minute are perfectly reasonable, and indeed necessary to secure the objects at which it aims, but they are incompatible with the organization of any save the largest colleges, and could not be fulfilled in any case save in the exceptional one of the Home and Colonial, without considerable inconvenience and expense. I should be extremely sorry that an experiment which has been entirely successful in that single institution should be given up, but fear that the benefits which it procures will be confined within the narrow limits which it has hitherto reached.

There are, in fact, but two ways in which the supply of infant teachers can be increased to an extent sufficient to meet the want. One has been already proposed by me in a former report. I understand that it has been considered, though not formally sanctioned, by your Lordships, and all the managers of training colleges whom I consulted in the course of last year's tour of inspection were quite disposed to give it a fair trial, though many of them doubted whether the results would be considerable. I proposed that the first year's training should be especially devoted to infant school keeping ; that

the students should invariably begin with the youngest children, and not enter the practising schools for girls until they were thoroughly conversant with all points of instruction, method, discipline, &c., which belong to the organization of an infant school. I further recommended that any student who should leave an institution at the end of the first year, should be certified only as competent to take charge of an infant school, or of a small mixed school with a fixed limit as to age and number of children. If this system were generally adopted, I am of opinion that a certain proportion of the students would avail themselves of the opportunity of leaving with the sanction of the managers, and that a small annual supply of infant teachers could be calculated upon with some degree of certainty. Still the supply would be but small, and far from adequate. The students who left at the end of the first year would be in a worse position than at present; only those who were short-sighted, ill informed as to their true interests, or under the pressure of pecuniary difficulties, would generally accept the offer. So far as they do accept it there will be a corresponding diminution in the supply of trained teachers for girls' schools, which, as I have repeatedly stated, and, I think, proved, is insufficient at present; and the managers generally would allow those students only in whose abilities or attainments they felt least confidence, to leave at the end of the first year.

The only way in which, as after long and careful inquiry I am convinced, the want can be supplied, is the establishment of institutions for the special purpose of training mistresses for infant and mixed schools. They could not be properly conducted without a good staff of well-trained teachers, large schools of infants, and children of both sexes under 10 years of age, and all the appliances and means which have for many years been used with most advantageous results in the Home and Colonial Training College.

If, indeed, the establishment of new institutions be held undesirable, there might be a possibility of using some training colleges for masters for this special purpose. If I am not mistaken, a strong opinion has been expressed by some of the most experienced managers, that the existing colleges supply already a larger number of masters than can readily find situations, while it is apprehended that in future the annual demand will fall very far short of the annual supply. If this be the case, it would be a great advantage to all those institutions if one or two in which the managers find it difficult to raise funds, or still more so to maintain an efficient system of organization, were as soon as possible given up for

this special purpose, either under the same management, or if it seem preferable, in connexion with other training colleges. There would be little or no expense in the alteration, no difficulty would be found in procuring situations for most of the officers now employed; while the great and urgent want would be supplied to a very considerable extent.

The adoption of such a system would have many incidental advantages. The institutions might admit persons of some age and experience who at present are necessarily excluded from our training colleges. Pupil-teachers, who are now employed as assistants at the expiration of their apprenticeship, might be and ought to be compelled to pass some time in them. A lower standard of attainments both at entrance and at the close of the year, or even two years, would naturally be required. A thoroughly domestic and motherly tone should pervade the whole institution; and something might be done to meet the wishes of that numerous class of supporters of elementary education, who, justly or unjustly, condemn the existing system as aiming too high, and producing a class of teachers unfit for the drudgery of poor schools.

This suggestion is one which may seem to lie beyond my province, which is undoubtedly to report upon facts which come under my observation, and not to speculate upon what might be the effect of an untried system. I can only say that I have arrived at the result by an exhaustive process, after balancing every alternative which has been suggested, and after full and repeated discussions with the managers of training colleges. It is certain that there is a great want, an unfilled chasm, between the elementary school system which comes under my inspection, and that which deals with the children of paupers and vagrants; and, while a most important part of elementary instruction is that which deals with infants, practically no measures are taken to supply them with proper teachers. I am convinced that there is but one way in which the want can be supplied without detriment to the work now in progress; and I cannot but feel it my duty to record that conviction for your Lordships' consideration.

I proceed to consider certain questions which have lately been raised touching the actual system adopted in the training colleges for mistresses.

There can be no doubt that unfavourable impressions have prevailed in many influential quarters, as to the results of that system. In every report which I have laid before your Lordships, I have taken care to collect facts which might show how far those impressions were reasonable, or founded upon misapprehension and prejudice. Knowing well the



objects contemplated by the founders and supporters of these institutions, and the principles by which the managers and officers are guided in the discharge of their weighty and difficult duties, I felt assured that a searching examination would bring out in strong relief the true and high value of what has been effected, and clear away a vast mass of prejudices ; and certainly, had those portions of the Royal Commissioners' report which bear testimony to the good, received equal attention with those which touch the defects, incidental to these institutions, it could not have escaped notice how singularly their statements corroborate the accounts which, from year to year, I have recorded. It was not more than I expected, but it certainly was the utmost that I expected, to find in that carefully prepared and accurate document an unqualified approbation of the system of female training, to find that no recommendations were deemed necessary by persons so competent to form a correct judgment, which at all affect the principles on which the colleges are based, or the relations between them and the Government. I read in that report no complaints that the students are over taught ; that their attention is directed to superfluous or inappropriate subjects ; that there is any defect in their practical training for their future duties ; that their conduct, as reported upon by school managers, or by those who were commissioned to inquire into the general results of each part of our educational system, appears to fall short of reasonable expectations ; nor, on the other hand, do I read that the examinations, by which their certificates at the end of their training are regulated, are unsuited to their age, sex, previous education, or future duties. With a slight exception, to which I shall have occasion to allude presently, the papers set to the students, which were carefully read by some, at least, of the Royal Commissioners, appear to have been approved by them. They were, in fact, aware that the authorities of the training colleges, who were most competent to judge of the suitableness of the questions to the abilities of the students, and the attainments which they might reasonably be expected to possess, were entirely satisfied both with the papers and the results of the examination. Considering how difficult it is at once to do justice to the exertions of able and highly educated instructors, and to avoid all appearance of unnecessary display, too much minuteness, or somewhat of pedantry in setting papers on specific subjects, I should not have been surprised had the report of the Commissioners contained traces, at least, of a less favourable impression ; and I cannot but feel gratified by the fact that no recommendations are made in that report which

imply that any change of importance can be advantageously made, either in the subjects taught, or in the system by which the proficiency of the students has hitherto been ascertained.

I feel, however, that, notwithstanding that very remarkable attestation of the Commissioners to the value of our system of training, many persons whose position, character, and liberality in the cause of education entitle them to the highest consideration, entertain and openly express opinions more or less unfavourable to the system adopted in the colleges, and still more to the form of examination. In periodical publications which have always advocated the intellectual and religious improvement of the poor, and have been generally unbiassed by popular prejudices, I find charges that the instruction is too extensive, or too minute, or too pedantic, or unsuited to young women of the students' age and condition, or such as has no direct or practical bearing upon their duties as teachers of the children of our peasantry and labouring men. These are points which ought not to be passed by without notice. In my former reports I produced facts which prove that the objections have been borne in mind; but at the present crisis in the whole system of elementary education it seems necessary to discuss each question fully, and to record the conclusion which after many years' experience and careful consideration I believe to be correct.

The course of instruction is said to be too extensive. This is not the opinion of the managers of the training colleges, nor of the Royal Commissioners. The course certainly includes no subject upon which a young Englishwoman who has received a plain but continuous and systematic education may not be expected to be well informed. The only subjects that could possibly be omitted are English history and the higher branches of grammar and geography. I should have no objection to such omission, knowing well that it would practically make little difference in the system, since lectures and reading lessons would in most institutions be so arranged as to bring before the students' minds quite as much information on these subjects as is now recognized in our examinations. The omission would be regretted by the most experienced teachers, but if called for by public opinion, or, what is of more consequence, by the opinion of the real supporters of education, the subscribers to elementary schools, it could be made without any serious detriment to the training colleges. I must here be allowed to state that every change which has been made since I have inspected these colleges has tended to contract the range of studies, both as regards the number of subjects and the extent to which each subject is taught, and



that at every tour of inspection I consult the managers upon the possibility of reducing the course within still narrower limits. I do not believe the objection to be of practical importance, nor one which is felt by those who have most opportunities of watching our trained teachers; but I fully admit that it is undesirable to give any pretext for objections which may seriously affect the popularity and indirectly impair the efficiency of the existing system.

I am therefore prepared, if called upon, to acquiesce in the omission of the following subjects:—English history, physical geography, and the more difficult and technical portion of grammatical analysis. I am confident that they may be safely retained; but I do not fear that any serious effects would follow, were they omitted.

A second objection touches the difficulty of the examination papers. It would seem a sufficient answer to this objection that the success of the candidates for several years has far exceeded the expectations of those by whom they were trained, or by whom the papers were set. Of 441 candidates of the first year, 192 were in the first class, 199 in the second, 44 in the third; 4 only were placed in the schedule; 2 only failed. In the second year there have been no failures whatever in colleges under my inspection, while, of 346 candidates, 99 passed in the first, 156 in the second, and 91 in the third class. This result proves that while the more intelligent and well-educated girls obtained a high place in the class list, not even a small proportion found the papers beyond their reach.\* Their physical and mental powers are certainly not overstrained. Upon this point I speak confidently and decidedly. It has been with me a matter of most anxious consideration. Had I not been convinced by careful inquiry that the work was really easy I would at any risk have proposed a radical alteration; but the only complaint which has reached me of late from persons connected with the training colleges has been that the papers have been too easy to bring out the attainments of the more advanced students, and to do full justice to the lecturers and governesses.

At the same time I am well aware that the objection to the papers on the score of difficulty is not without a show of justice. I believe that if the last set of papers, which were framed with a full consciousness that they would be looked at with strong prepossession, not to say prejudice, by influential persons, were put into the hands of well-educated individuals

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\* The two failures were at Truro, an institution lately opened, and not completely organized last year.



not thoroughly conversant with the system on which the students have been trained, the first and strongest impression would be that many of the questions are unreasonably difficult, involving a range of information and powers of mind such as young women are not likely to possess, and are certainly not likely to need. Such was the impression which they made at first upon the Royal Commissioners, whose account of the matter I beg leave to quote. It is strictly accurate, and may be more satisfactory than any explanation which could be given by one so personally interested in the question as your inspector:—

“We have examined a set of these papers issued for females in 1857, and we are not surprised that they should appear liable to the charge of too great difficulty, when looked at by persons not practically familiar with the ordinary teaching in good elementary schools, and not aware of all the circumstances under which the young women are called on to answer them. Such persons are apt to try them by the test whether they themselves, unprepared, could answer them. We believe that in practice this objection of too great difficulty is not found to exist. There are on an average four sections in these papers, each of which contains three questions. The candidates are allowed to answer only one in each section, and three hours are allowed for the paper. The candidates have been previously trained to answer similar questions, and prepared in the subject matters out of which they arise, so that it seldom happens that any one is unable to select some of them, as to which she has the necessary amount of information. Upon the question of difficulty we should certainly be slow to intimate any opinion which might interfere with the discretion of those who have far better means than we have of estimating the presumable capacity and acquirements of the candidates, especially remembering that these are questions put to those who are passing into the office of teachers, and who ought to possess more, and more varied knowledge than they will be called upon actually to impart to their pupils; and that it is desirable to give actually to students who have studied the subjects placed before them with minute care, an opportunity of showing that they have done so.”

Charges of less importance are made, in other publications, which may to some extent be correct, and at any rate will be useful to me and to future examiners.

Some of the questions are said to be somewhat pedantic; for instance, it is said that questions upon simple and practical matters, domestic economy, school management, &c., are expressed in language unsuited to the subject, and not likely to be understood by the students. It is useless to argue on a matter of taste. The questions to which objection is made are generally taken nearly verbatim from very useful manuals in which the students have been well drilled; and certainly the last notion which could enter the mind of an examiner would be that of exhibiting his own ability or style of composition in preparing papers on these or any subjects of elementary education; but as to the substance of the questions, I can only say that the students do understand them,

and prove that they do so by answering them correctly and fully.

The remarks of the Royal Commissioners upon the questions which they had under consideration, are undoubtedly of great importance. They say—

“We cannot conceal our opinion that in the character of the questions in every section there is too much of minuteness, too much which appeals to mere verbal recollection, and too little attention to the real importance of the subject matters inquired into. We think that in the questions, whether in Holy Scripture and matters connected directly with religion, or on history, geography, or grammar, it should always be borne in mind that they are addressed to persons who are to be appointed to no higher office than that of teachers of children of the poorer classes.”

Such an opinion, coming from such men, must be listened to with deference, nor am I disposed to cavil with the terms in which it is expressed. I must be allowed, however, to say that the minuteness of which complaint is made, is not a fault of carelessness, and certainly does not originate in any desire to give undue prominence to verbal recollection. It is owing to two facts; first, that the students have certain portions of a subject to prepare, and are thoroughly instructed in those portions; and, secondly, that after repeated experiments I have found that definite questions upon matters of fact are less capable of being eluded, and do elicit more complete and satisfactory answers than those which touch the general principles and higher bearings of the subject matter inquired into. It is a question partly of principle, partly of degree. The general opinion of the most experienced instructors is that one of the greatest faults in the modern system has been the neglect in cultivating the memory. It is, I acknowledge, one of the first considerations with me in setting papers to encourage the students to learn thoroughly the subject matter, the text, and the substance of the portions of Holy writ in which they are specially instructed, nor do I find that their answers are less thoughtful, less indicative of a deep interest in the teaching, or vivid apprehension of its practical bearings than formerly, when more vague and general questions gave apparently greater scope for the display of ingenuity or judgment. The remarks of the Commissioners will not be lost sight of in future examinations, and I shall do my best to strike a fair balance between their requirements and the system which a long habit of looking over the answers of students has led me to adopt.

In concluding this part of my report, I may observe, generally, that while certain defects are inevitable in every system, the only question is whether they who are responsible for the work have a clear perception of the nature and extent of



existing defects, of the causes in which they originate, and the means by which they may most effectually be remedied. I can bear witness to the good sense and practical judgment of the managers of these institutions. I do not believe that any persons connected with education have looked upon these matters with less of prejudice or prepossession, while the zeal, energy, and perseverance which they have brought to bear upon the improvement of the students are beyond all praise. If called upon, however, to say what faults continue to give most trouble, and are most difficult of amendment, I should point out a general deficiency in the knowledge and use of language. The students, with many striking exceptions, do not write or speak correctly; their style is vague and inaccurate, often laboured, sometimes pretentious, and but seldom perspicuous, simple, and accurate. This must be attributed chiefly to their circumstances in early life. I feel bound to record my opinion, that one of the greatest faults in elementary schools is the imperfect way in which the children are instructed in their mother tongue. Attention is certainly now directed to this defect, and although the results are far from satisfactory as yet, there is a tendency to improvement. The other general and pervading fault is one of which all the principals and managers are well aware, and which depends also upon previous defects in mental cultivation. The knowledge of all save the best students is superficial, not systematic or complete in any subject, excepting, perhaps, in arithmetic. The best remedy for this is limitation of subjects to be prepared for examination, and although it would be hard to prove that any subject now taught is in itself unsuitable to their age or the position for which they are trained, the advantages of a definite and narrower range of study are so great that I should not feel much regret if a considerable portion of the syllabus were given up. The attention of the students and of their instructors would be then concentrated upon a few good books carefully selected, and the tendency to desultory and incomplete attainment would be effectually counteracted. The examiners must, however, be prepared to meet even stronger objections than are now urged against their papers on the score of difficulty and minuteness. The narrower the range the more perfect must be the mastery of the subject; and if only a small number of works be studied, it is clear that the results can only be tested by an examination so minute and searching as to produce upon those who look hastily over the papers an impression of pedantry, or, at least, of unnecessary refinement.



I have now to consider points connected with practical training. Full justice is done to the zeal and discretion of the managers of these training colleges by the Royal Commissioners (see p. 126 of their report). I have little to add to the detailed account which I have given of the system in many former reports; but the subject is of so much importance that I cannot pass it by without some remarks.

In the case of those students who remain two full years under training, the course is in most institutions complete and thoroughly effective, and the deficiencies which still exist, and to which I have called attention in my special reports, are owing to local and, for the most part, to temporary circumstances which the managers are most desirous to overcome.

In every institution a complete and well arranged course of lectures on school-keeping, on the principles, methods, and details of elementary instruction, is now given by competent and, generally speaking, experienced officers. In two points especially I have to record a steady and continuous improvement. The connexion between principles and practice is made out much more clearly than in former years; great, and in most cases, successful pains are taken to get rid of technicalities, abstract and pedantic terms, a frequent recurrence to philosophic principles, which, of course, underlie all sound and practical systems, but which can never be really comprehended or correctly applied by persons in whom the reasoning faculties have not been systematically developed under circumstances far different from those under which the most intelligent of these young women have been educated. I confess that I entirely sympathize with the feelings of those writers who look with suspicion upon the terminology and philosophical pretensions of several manuals which within the last few years have been published, and which are *supposed* to represent the general tone of educational lectures in our training colleges. I am glad to be able to report that the supposition is unfounded. Those colleges in which the lecturers are men of high education and attainments, are, as might be expected, most successful in getting rid of all appearance of pedantry, but the tendency to a more simple, natural, and practical tone of discussing educational questions is general, and especially observable when the lessons are given by governesses who are themselves conversant with the details of elementary schools. The other point to which I allude is the increased attention which is paid to the manner of teaching the rudiments of education. It is a great mistake to suppose, and

unjust to assert, that this essential matter was ever neglected in our training colleges, but it was at first considered that pupil-teachers who had been engaged five years in instructing young children, required a course which would open their minds, give them juster and clearer views of their duties, and of the principles on which their success as mistresses would depend, rather than minute and systematic training in the art of teaching young children to read, write, and cypher. Experience has taught the managers another lesson. It has been found that the greatest difficulties beset a teacher at the commencement of her work, and that in no subject has more to be done and undone than in these elementary matters. In every training college the necessity of perfect training from the first stage is recognized, in most of them it is carried out with skill and success. In those where the system is most complete the student spends the greater part of the first year's training in the infant school, or with the youngest children in the girls' school, sees every class taught in succession, hears explanations and criticisms of one lesson at least in every stage of progress, and teaches herself under the superintendence of the teacher of method. I do not say that time enough is even now given to this most important part of the students' training. I am of opinion that it may most advantageously be extended in most institutions, and that in some a considerable alteration is needed in order to allow sufficient opportunity for this work. If it cannot be done otherwise I would gladly give up a large part of the subjects required for examination, but it must be admitted by any person who takes care to make himself acquainted with the views and practice of those by whom the colleges for schoolmistresses are conducted that, compared with what has been the case in this country, or elsewhere, the system is now thoroughly practical, and worked with exceeding care.

The schedules prefixed to these reports\* will show that I and my colleagues have been favourably impressed by the lessons given in our presence by the second-year students. From these it appears that the average of marks fell little short of good, and that a very small proportion was below fair. We have taken pains to lay great stress upon the practical results, and I have the satisfaction of stating that the highest marks which we have awarded were given to students who were most successful in teaching elementary subjects. I must note especially the lessons on arithmetic at the Home

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\* See Table No. 5. page 271.

and Colonial, where also many students got good marks for lessons in reading and dictation. At the same time the great value of collective lessons on other subjects, especially on geography, grammar, natural history, and matters connected with domestic economy must not be underrated. The minds of the children are opened, their faculties are developed, their judgment is directed and matured, and the strongest impressions are made upon their hearts and consciences by such lessons as for many years I have been in the habit of hearing in many institutions. It is to be hoped that the reaction which threatens to sweep away no small portion of the highest and most beneficial influences which of late years have been brought to bear upon the children of our working men, will not permanently affect or materially interfere with that system of training which, after long experience and repeated trials, has been universally adopted by those who have devoted their lives to the cause. It would be easy to deal such a blow as might paralyze exertions which for years have been made with the full consciousness of an adverse current of popular prejudice, but once overthrown it will be impossible to restore these institutions to the state of efficiency to which they have certainly attained.

In my report for 1860 I gave an account of the result of inquiries which had been instituted by the training colleges concerning the character borne by former students now employed in elementary schools. I am not prepared at present to submit a table of the results to your Lordships, but I may call attention to the very striking and satisfactory facts, collected after a most searching and exhausting inquiry, by the Rev. H. Baber, Chaplain and Secretary of Whitelands.

From that report it appears that of 417 students trained within the last 10 years, no less than 315 are now actually employed in the work of elementary education; 159 are in the schools where they were first placed; 99 have made one change only; 89 are married, and of these 46 have married teachers, 40 still remaining schoolmistresses. In the returns obtained from the clergy and school managers, the numbers who have been marked as excellent or good are:—

261	for personal conduct.
215	„ discipline.
240	„ teaching.
221	„ school management.
224	„ moral influence.

These facts, I have good reason to believe, represent very truly the general results of the work done by our training



colleges. They prove how unfounded are many assertions commonly made. The charges of levity, misconduct, unfitness for the drudgery of school work, extravagance in dress, or other items of expenditure, inability to manage children, either disappear or are limited to a certain proportion of exceptional cases. Had those charges been borne out to any considerable extent by such an inquiry as that to which I refer, or by the investigations of the Royal Commissioners, the existence of our training colleges would have been seriously imperilled, nor would their loss have been contemplated with regret, notwithstanding the enormous sums which have been expended upon them by the supporters of education. The vindication of the character of the mistresses whom they have sent forth ought to remove all feeling of insecurity. If materially damaged by any changes in our educational system these institutions will justly attribute their loss to other causes than internal inefficiency.

Taking the various tests into consideration, we are certain that the attainments of our certificated teachers are sufficient to enable them to teach all elementary subjects thoroughly. We have good reason to believe that their practical training is complete and efficient; the general estimate of their character is proved by the demand, notwithstanding the high salaries which they receive, owing to the present state of the educational market; while the returns made by so large a number of managers prove that such estimate is fully justified by the manner in which the great majority have discharged the very difficult and important duties to which they have been called at an age when the character is scarcely matured, even under a thorough system of educational training.

The financial statement presents some remarkable and interesting results, which, however, coincide very exactly with the opinions which I have expressed in former reports. (*See tables prefixed to these reports, Nos. 3 and 4, pp. 251, 253.*)

The actual cost of training a given number of students is exactly ascertained. In 1860, 844 students were trained for 27,631*l.* 7*s.* 1*d.*; in 1861, 853 were trained for 27,024*l.* 19*s.* 2 $\frac{3}{4}$ *d.* The trifling reduction may be accounted for by a stricter economy in some institutions; but the fact that the expenditure remains stationary upon the whole, and, with very few and unimportant exceptions, unchanged in the several institutions, proves that we may safely calculate upon the conclusion that students may be thoroughly trained at an average cost of 33*l.* The highest average cost at any single institution amounts to 38*l.*, the lowest to 22*l.* I have reason to believe that in the former

case the excess is not attributable to any want of care or good management, and that in the latter case the saving is not effected by any reduction in the dietary; but taking all circumstances into consideration, I am satisfied that 30*l.* per head in large, and 35*l.* per head in small institutions are sufficient to supply the students with everything requisite for their physical well-being and professional training.

The grants made at present by your Lordships bear a far larger proportion to this expenditure than is at all reasonable or desirable. It is contrary to all principles of administration, contrary to the intentions of those by whom the scale of grants was originally fixed, and I may add contrary to the wishes of the managers and supporters of these institutions, that the Government should contribute 26,247*l.* 16*s.* 9*d.* to meet an expenditure of 27,024*l.* 19*s.* 2 $\frac{3}{4}$ *d.* Still more unreasonable is the amount in particular instances. In five institutions your Lordships' grants actually exceed the total expenditure; in one instance the managers have received, in 1861, 552*l.* 6*s.* 11*d.* more than they spent. It is clear that a change is peremptorily called for. I do not say that the money once received upon certain conditions ought to be refunded; but at least a satisfactory proof should be given that it has been expended upon objects contemplated by your Lordships in making the grants. I am further of opinion, that in future a rule should be made that the total amount of grants at the close of each financial year should not exceed a certain proportion of the total expenditure of any institution, that expenditure being ascertained to be reasonable by reference to the data now before your Lordships.

I must, however, state that the large and increasing amount of your Lordships' grants is owing chiefly to the unexpected and remarkable success of the students at the annual examinations. It was calculated that a certain number of students, perhaps one quarter, would fail, and that a much larger proportion would get low certificates. The success proves the efficiency of the institutions, and reflects the highest credit upon the managers and officers. It proves, moreover, that the education of the young women in the National schools where they were brought up and passed five years of apprenticeship has been substantially good, that a foundation has there been laid upon which a goodly superstructure may be safely raised. Still it is but fair that since a miscalculation has been made it should now be rectified. It cannot be intended, nor is it just, that the grants for certificates should exceed the cost of tuition, or that the payments for Queen's scholars should defray all

housekeeping expenses. I should be much grieved if the reduction were made in a form which would at all affect the existing arrangements of these institutions ; most strongly should I deprecate any change which would discourage the system of a complete two years' training, which I hold to be indispensable in most cases ; nor should I like to see the payments to certificated assistants suspended, since the saving would be inconsiderable and the damage far greater than might at first sight be expected ; but a general proportional diminution in the grants for certificates and allowances for Queen's scholars may be made without any risk of injuring the institutions.

I have the honor to be, &c.

F. C. COOK.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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### SPECIAL REPORTS.

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#### BISHOP'S STORTFORD.

Inspected by me and the Rev. D. J. Stewart in June 1861. 57 Queen's scholars in residence. The same managers as in 1860. Rev. J. Menet, chaplain and secretary, Mrs. Bush (Birch, a misprint, in last year's report), superintendent, three governesses, two schoolmistresses, and a non-resident teacher of music.

The condition of the institution is entirely satisfactory. It has been conducted since its first establishment with remarkable ability, energy, and liberality ; but its success, while reflecting great credit upon the committee of management and the subordinate officers, must be attributed in great part to the indefatigable exertions, excellent judgment, and generosity of the chaplain, whose services are virtually gratuitous.

The domestic arrangements are good, the dietary even more liberal than usual. To whatever cause it may be attributable, the consumption of food, which certainly is not wasted, or more costly than elsewhere, very considerably exceeds the average. The health of the students appears to be good and improving ; due care is taken to provide them with the means of exercise and pleasant recreation.

The practical training in the art and method of teaching is perfectly satisfactory. In arrangement and organization the practising schools are among the best, if not *the* best, which come under my inspection. The lessons of the students are carefully prepared and superintended. The opinion of the inspector of the district in which nearly all the students formerly trained here are now employed, is, that they are remarkably efficient, good disciplinarians, and good teachers.

The expenditure in this institution bears a higher proportion to the Government grants than in any other for female teachers. The subscriptions are large. It will not be easy to raise an increased amount, as the resources of the diocese have been heavily taxed in building and completing the establishment, and in maintaining it through its first years of difficulty.

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## BRIGHTON.

Inspected by me and the Rev. W. H. Brookfield last April. 46 Queen's scholars and two other students in residence. The Rev. H. Foster, not resident, chaplain and secretary, and Miss Foster, lady superintendent. Miss Harlow, teacher of method, two governesses, two mistresses of the practising schools, a master of music, and one of drawing. Mr. H. Hauxwell, M.A., of Cambridge, gives occasional instruction in arithmetic, and Mr. E. J. Marsall, a certificated teacher, does the same in history.

The general state of the institution appears to be satisfactory. The instruction is methodical, but, we are inclined to think, deficient in energy. The governesses have done their duty, but the want of one person of ability and power, resident in the institution, is much felt. A lecturer or chaplain exclusively occupied with the work of the institution, or a head governess of high qualifications, would appear to be a necessary condition of efficiency.

Mr. Brookfield makes the following remarks upon the music:—

“Forty-six students were divided into three groups, singing respectively 1st, 2nd, and 3rd parts of music, which had been expressly harmonised for exclusively female voices. They sang with sufficient precision to produce an exceedingly pleasing effect. The pitch was very well and harmoniously sustained, without the support of an instrumental accompaniment; so much so, that after singing four verses of a hymn without an instrument they had sunk not more than one quarter of a note. The general impression on our minds was, that the students had been efficiently taught; and that their music is a very salutary exercise as well as, apparently, a very agreeable recreation.”

The practising schools are in a fair state of efficiency, and much improved since our last visit. The students go through a very systematic course of training, and will probably give satisfaction to the managers of schools. The reports upon those who have left the institution are for the most part satisfactory, especially as regards their character and personal influence.

## BRISTOL AND GLOUCESTER.

Inspected by me and Rev. H. W. Bellairs. 80 Queen's scholars in residence, under the same management and superintendence as last year. The Rev. W. Smith, principal, assisted by his brother-in-law, Rev. W. De Lancey Lawson; Miss Manby, matron and head governess; four assistant governesses, one of whom is specially employed as mistress of method; two mistresses of the practising schools; a complete and thoroughly efficient staff.

The building, which has been extended and improved, is in every respect suitable for the accommodation of 80 students.

The professional training is conducted with great care and skill, under the direct control of the principal, assisted by a mistress of method. It is to be regretted that the schools are not attended by a large number of children, their success having stimulated dissenting communities to establish other schools in the neighbourhood. They are, however, well conducted, and the students have sufficient practice and instruction in the art of teaching.

The reports which the committee receive from the managers of schools in which former students are now employed as teachers are highly satisfactory. There can be no doubt that, in addition to a complete and systematic instruction, the students have the advantage of moral discipline, based upon religious principles. Great pains are taken to make them practically conversant with the details of domestic economy, and to repress any tendency to bad taste and extravagance in dress.

The financial condition of the institution has of late been satisfactory, but it has passed through seasons of extreme difficulty, and would scarcely have existed but for great pecuniary liberality in its supporters and judicious economy in management. In fact, the salaries of the officers are small considering their efficiency and attainments, and much valuable work is done gratuitously.

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### DERBY.

Inspected by me and the Rev. J. J. Blandford in June 1861. 42 students in residence under the same management as in 1860. The Rev. J. Latham, B.D., chaplain and secretary, rector of a parish near Derby; Miss Edwards, lady superintendent; three governesses; Miss Bradshaw, who has held the post of head governess since 1851, when the institution was established; Miss Bohmer and Miss Wood, formerly students in this college; Miss Grey, mistress of the practising school; and a teacher of singing.

The condition of the institution is satisfactory. The discipline and the progress in elementary subjects are very good. The lessons given in our presence were sensible, practical, and proved that the students had been carefully and systematically instructed in the art of teaching. The practising school, girls, with a class-room for infants, is well arranged and conducted with ability by Miss Grey, who superintends the students while engaged in class teaching. The reports upon former students now employed in the diocese are favourable; the inspectors speak highly of their character for good sense, good and practical success in school keeping.

The health of the students appears to be good. More time is allowed than formerly for exercise and recreation. They are regularly instructed in household duties, and spend, upon an average, four hours per week in industrial occupations. The needlework is remarkably good. It is examined regularly by a committee of ladies, who give annual prizes for good work.

At a considerable expense the managers have built a very large and handsome lecture-room. The institution is conducted with great liberality in every respect.

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### DURHAM.

Inspected by me and the Rev. G. R. Moncreiff last May. 38 Queen's scholars and one other student in residence. The committee did not admit seven applicants, for whom there was accommodation, wishing to equalise the number of first and second year students. Rev. C. W. King, M.A., chaplain, lecturer, and now principal; Miss Kingston, superintendent; and two governesses, with non-resident teacher of music and drawing, and a mistress of the practising school constitute an efficient staff.

The institution, which was opened in 1859, has been conducted with ability and success; at present the organization is satisfactory, and the work carried on with less pressure upon the teachers. The practising school is well arranged, and the progress, generally speaking, satisfactory. The lessons given by the students were practical and well arranged. The students are carefully instructed in the principles and art of teaching by the chaplain.

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## HOME AND COLONIAL.

Inspected by me and the Rev. J. G. C. Fussell in July and October last. We found 137 Queen's scholars and three other students in residence. The general organization of the institution is the same as in 1860. Two chaplains, of whom one, the Rev. J. J. Evans, acts as secretary, the latter, Rev. W. Fleming, being also lecturer on history; Mr. Dunning, now assisted by Mr. Coghlan, master, or professor of the art of teaching; five governesses, all trained in the institution. Six lecturers of high attainments and abilities assist in the instruction, viz., Mr. Reiner, professor of arithmetic, Mr. May, of music, Mr. Tegetmeier, domestic economy and natural history, Mr. Hassell, assistant training master, and Miss Mills, teacher of drawing. The model schools for boys and girls are conducted by Mr. and Mrs. Coghlan, with two assistants; the infant schools by Miss Blundell; the practising schools under four efficient teachers.

This large and efficient staff is maintained at a considerable expense, and with results which are unquestionably of the highest value both as regards the intellectual progress and the moral and religious training of the students. I can add little to the reports of former years, but it is important to record the continued success of such an institution.

The students consist of two distinct classes; the most numerous receive a general training for the duties of teachers; a class of 30 are trained as infant teachers.

The professional training in both departments is admirable. The principles of the Pestalozzian system are the foundation on which a complete and methodical course of instruction and practical training is carried on. In the model schools the students have an opportunity of watching children from two to fourteen years of age, receiving instruction in every subject from able and thoroughly trained teachers. The mixed schools for boys and girls under Mr. and Mrs. Coghlan are not surpassed by any, they are equalled by very few in the country; the arrangements are ingenious, the organization complete, while the attainments and cultivated intelligence of the children leave nothing to be desired. The infant school, always a main feature in the institution, furnishes a regular supply of well-taught children. We examined these schools carefully in every subject, and found that, though there might be some room for improvement in mechanical details, the results were such as to satisfy all fair requirements. Of the practising schools in which the students are constantly employed under careful and judicious superintendence, one is in a fair, the other in a highly satisfactory state of efficiency, although the external arrangements might be considerably improved were there space for the erection of more commodious rooms. In the model schools a classification according to age might give satisfactory results; in the other schools, which represent very fairly the general difficulties encountered in poor districts, the progress at a given age depends rather upon the attendance, age at entrance, and previous instruction, than upon the really efficient instruction which the children receive in this institution.

The instruction of the students in the usual subjects of examination is perfectly satisfactory. Especial credit is due to Miss Lewis, who, in spite of weak health, has discharged the duties of head governess with the greatest ability, to Miss Chessar, and to Miss Derrick, the chief instructor of the infant teachers' class. In fact, all the governesses, lecturers, and teachers infuse a life, energy, and genial spirit into their work which deserves peculiar commendation.

The lessons which were given by the students in our presence were remarkable for good arrangement, happy illustration, and a clear perception of what children would hear with interest and retain with advantage. The cultivation of the faculties and inculcation of sound principles both of thought and feeling are rightly held as more important than the information which is, however, of intrinsic and practical value. The lessons on natural



history and arithmetic may perhaps be singled out as exemplifying these points.

Music is taught with great success by Mr. May. The singing, in the opinion of competent judges, is remarkably good, considering the time which can be devoted to this subject.

Although the number of students specially trained for infant schools is exceedingly small in proportion to the demand, it should be borne in mind that all the students in this institution pass through the infant department, and that their training is based upon principles most thoroughly exemplified in the education of very young children. If, however, in the progress of our educational system it should be seen fit to offer special encouragement for infant training, the great desideratum of late years, I am certainly of opinion that the Home and Colonial might, with great advantage to the country, devote its attention mainly, if not exclusively, to this point. No other institution has equal opportunities of collecting children in sufficient number, while it stands unrivalled in its success in developing the minds and moulding the character of infants.

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### NORWICH.

Inspected by me and the Rev. Muirhead Mitchell in April 1861. 40 Queen's scholars and nine other students in residence. The same officers as in 1860. The Rev. W. C. Davie, chaplain and secretary; Miss Bunbury, lady superintendent; Miss Schofield, head governess; Miss Sparke and Miss Butler, assistant governesses; two teachers (non-resident) of drawing and music.

The accommodation is not satisfactory for the number in residence. The managers are fully aware of this, and at the time of our visit had determined to erect a larger and more commodious building, if an eligible site could be procured. At a large meeting of the friends of the institution great satisfaction was expressed by influential persons at the results of a careful inquiry which had been made into the conduct and efficiency of teachers trained in this institution. This was the more striking, inasmuch as a strong opinion had been expressed in 1859, that, while the students had been well instructed and carefully trained, their demeanor, and more especially their dress, had not inspired much confidence in the results of their personal influence. The tide of feeling has completely turned, and that owing, not to vague impressions, but to detailed and explicit reports from the managers of all the schools in which former students are now employed.

The instruction is perfectly satisfactory; the governesses have done their work skilfully and most conscientiously. Especial credit is due to Miss Schofield, the head governess, whose energies were overtasked during some years of great and peculiar trials. The second governess is a good example of the benefits of education. At 11 years of age I found her the most intelligent pupil in an excellent agricultural school; after passing through every stage of apprenticeship and training with success, she is now assistant governess in the training college of the diocese.

There are two practising schools: the girls' school commodious and thoroughly well arranged; the infants', a bad set of rooms, but with an able and well trained teacher. The system on which the students are employed in these schools is somewhat peculiar, and appears to be efficient. All the second year students pass six weeks without any interruption in observing lessons, and in teaching every elementary subject. Every lesson is carefully reported upon by a student, and the whole work is superintended by the two mistresses and the head governess. The principal disadvantage is that the first year students have not sufficient opportunity of observing lessons given by the most experienced and skilful teachers. We made some

suggestions which were approved by the committee, to secure a more systematic registration of the students' progress in the art of teaching, and to allow more time for exercise and recreation.

### SALISBURY.

Inspected by me, the Rev. W. Warburton, and the Rev. E. Douglas Tinling in June 1861. We found 66 Queen's scholars and one other student in residence. Mrs. Duncan, the superintendent since the establishment of this institution, is assisted by the same staff; the Rev. E. Collard, chaplain and lecturer. Miss Barrett and Miss Jackson, governesses; drawing and singing masters, and a mistress of a small model school on the premises.

The students are now employed regularly in the new and well-organized schools lately erected in St. Edmund's parish, about half a mile from the training college. They are superintended and prepared by the mistress, a very efficient and well-trained teacher, under the general direction of the Rev. E. Collard. We inquired carefully into the methods of instruction, and made several suggestions with a view to the more careful preparation of lessons given by the students, more frequent and regular attendance, and a complete system of recording observations upon their conduct in the practising schools, and ability in teaching and managing children.

These schools are spacious, handsome, well arranged, and supplied with proper apparatus, except writing desks in the infant school, which will be put up without delay.

The examination passed by the students at Christmas was very satisfactory. Of 37 first year candidates, 33 were in the first or second class; there were no failures among those of the second year, and a fair proportion of good certificates.

The general tone of the institution is remarkably good. Due pains are taken, and with undoubted success, to impress upon the students the importance of habits in accordance with the station in which they will be placed. They are practically instructed in domestic economy. Careful inquiry has been made into the conduct and general success of students who have left the institution. The results have been very satisfactory, and correspond very closely with those published by the committee of Whitelands.

### TRURO.

Inspected in April 1861. 24 Queen's scholars and 7 other students in residence. Rev. O. Manley, chaplain; Miss Taylor, superintendent; Miss Wilkinson, governess; Miss Spooner, assistant-governess; Miss Munkton, mistress of practising school; singing is taught by Miss Dunn, and drawing by Mr. Griffith.

The institution is well conducted. The superintendent and head governess have been lately appointed and appear to be well qualified for their respective offices. The students admitted this year are making satisfactory progress; the course of instruction is complete and well arranged.

The organization of the practising schools is still incomplete. There are very few children; the infants and girls are not separated; and the students at the date of my visit had not sufficient opportunity for acquiring practical skill in teaching. A well-trained mistress has, however, been lately appointed; and the committee undertook, upon my suggestion, to open the infant school without further delay. They approved other suggestions tending to increase the time allowed for exercise and recreation, and to secure regular and systematic instruction and training in the art of teaching.

## WARRINGTON.

Inspected by me and the Rev. W. J. Kennedy in June 1861. 99 Queen's scholars in residence. The principal, the Rev. C. Stubbs, has the general superintendence of lectures on religious knowledge, and method of teaching, and hears part of the lessons. In this duty he is assisted by Mr. Baker, the master of method, who has entire control over the practising schools; he gives lectures on arithmetic, music, &c. Mrs. Baker is the lady superintendent and head governess. Under her there are four governesses holding first-class certificates; masters of drawing and music, not resident; two mistresses of girls' and infants' schools.

The instruction and professional training of the students are conducted with care and ability. The arrangements of the practising school may be much improved, and it is to be regretted that the attendance of girls is not more numerous. The lessons given by the students in our presence were sensible and well arranged. They understand what they teach and teach it well. Some lessons were remarkably good. Upon the whole, this most important department is highly creditable to the officers under whose care it is carried on.

Comparison of the expenditure with that of other institutions indicates a perhaps excessive economy, not as regards the food, which is good and sufficient, but in all the arrangements of the apparatus, house, furniture, and appurtenances. A considerable sum might have been expended last year with great advantage upon the laundry, outhouses, playground, &c. The expenditure fell far short of the annual grants from your Lordships in 1860 and in 1861.

## WHITELANDS.

Inspected in the summer and autumn of last year by myself and the Rev. J. G. C. Fussell. We found 108 students, all Queen's scholars, in residence. The Rev. H. Baber, chaplain and secretary; Mr. Harris, superintendent; Rev. E. Worledge; Miss Gillott, head governess, with an efficient staff of assistant governesses, teachers of model and practising schools, continue to conduct the work of the institution with remarkable skill and success.

The results of the last examination agree precisely with those of former years, showing that the success of those students was not owing to any exceptional or accidental circumstances, but may be relied upon as a test of the ability and zeal of their instructors, and as a proof of the general efficiency of the system under which they have been trained from childhood.

The condition of the practising and model schools is generally satisfactory, more especially of the former, in which it has been proved, contrary to a very prevalent opinion, and to the experience of some institutions, that it is possible to give a thorough and systematic education to girls between 8 and 14 years of age, in a school conducted by an able mistress, with the assistance of students in training. I am, however, of opinion that more time may be advantageously devoted to the preparation of the students' lessons, to the superintending them in the schools, and to the criticisms, especially on elementary subjects.

I have to report that the health and physical strength of the students have been remarkably good.

The statement published by the secretary of this institution has been noticed in my general report.\* It is a remarkable testimony to the efficacy of the system and the soundness of the principles on which this institution has been conducted for many years.

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\* See p. 324.



## YORK AND RIPON.

Inspected by me and the Rev. F. Watkins in September 1861. 28 Queen's scholars and four other students in residence. Miss Cruse, superintendent; her sister, matron; two governesses; Rev. G. Rowe, M.A., lecturer in divinity, geography, and arithmetic; Mr. Birchall, drawing and writing master; Mr. Shaw, music master.

The health of the students good; the general tone of the institution very satisfactory. Teachers formerly trained in this institution bear a high character for good sense, practical skill in school management, and religious principles. This is the more creditable to the superintendent and other officers, since the external arrangements have always been inferior to those of other training schools, both as regards the domestic accommodation and the organization of the practising school. With the great additional advantages which will be supplied at Ripon, still more important results may be anticipated.

The reading is good, and the lessons which we heard indicated careful training.

We must especially record our high opinion of the great talent and practical ability of the lecturer, and of the long-continued and meritorious services of Miss Cruse.

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REPORT, for the Year 1861, by Her Majesty's Inspector,  
MATTHEW ARNOLD, Esq., M.A., on the TRAINING COLLEGES of  
the BRITISH AND FOREIGN SCHOOL SOCIETY in the Borough  
Road, SOUTHWARK, for Schoolmasters, and at STOCKWELL,  
for Schoolmistresses.

MY LORDS,

London, February 1862.

In company with my colleague, Mr. Alderson, I visited in the week commencing the 21st of October last the training colleges of the British and Foreign School Society in the Borough Road and at Stockwell.

The training college at Stockwell is a most important addition to the Society's means of operation. Placed in a pure air, in a healthy suburb of London, and in the neighbourhood of Clapham Common, it receives all those young women in training for the office of schoolmistress who were before received in the central institution in the Borough Road; and while it thus relieves that institution of nearly half its number of students, it affords to its own inmates advantages of space, air, exercise, and teaching, which they never enjoyed in their former quarters. The students were transferred here in April last; at my visit in October I found 73 of them in residence, but I am informed by Mr. Wilks that at the present moment he has just summoned into residence the hundredth student, and that the number for which the building was designed is thus complete.

New training college at Stockwell.

The building is large and handsome, of red brick with stone facings. To one who remembers the crowding in the old institution, the contrast here is remarkable. The dormitories are airy and spacious, and every student has her room partitioned off to herself. Besides the large lecture-hall, capable of accommodating 100 students, there are three large class-rooms (22 feet by 28), and a special school-room for criticism lessons, so that these lessons may be attended by the whole body of students at once, which is impossible when they are held, as at the Borough Road, in a class-room of the practising school. Both the lecture-hall and the class-rooms have fittings of the most complete kind; as an instance of this completeness, I will mention that the *inkstands* were made expressly, at the Potteries, for this institution, on a new pattern which is supposed to be a great improvement on all former ones. The students have for their accommodation out of class-hours a large cheerful day-room, in which every student has a locker to herself to keep her books and materials; they

are also allowed to use the class-room and the criticism-school for private study or recreation. Then they have their exercise ground, three-quarters of an acre in extent, in laying out which with gravel, grass, and garden seats, a sum of 150*l.* was expended. The dining-hall resembles that of a college at Oxford or Cambridge, with its high table at the upper end at which the teachers dine. Finally, there is a large and well-fitted lavatory downstairs, and three bath-rooms with hot and cold water. Every recent improvement in the fitting, draining, and ventilating of public institutions is to be found here.

Practising  
schools at  
Stockwell.

Nor has the provision of practising schools been neglected. The long-missing infant school (the want of which has so often been made a reproach to the Society) has at length made its appearance. It consists of three rooms,—the main school-room, with a double gallery, and two class-rooms. The children have two playgrounds, an open and a covered one. There are now 100 in attendance; there is accommodation for 120. The mistress is Miss Ryder.

The girls' school (under Miss Wainright) has 170 scholars now in attendance, with accommodation for 200. The main school-room is an excellent room, fitted with parallel groups of desks, a mode of fitting schools which the experience of Mr. Wilks has from the very first,—even when it was usual to employ a much inferior mode in the schools of the Society—appreciated at its true value. There are two class-rooms, each of them about 20 feet square. The girls have, like the infants, two playgrounds, a covered and an open one; each school has these, as well as its offices and entrances, separate to itself; but they have in common a room fitted as both a lavatory and a dining-room; here the little ones join their sisters at dinner-time. Thus is introduced the plan, universal in the schools of Paris, of enabling the scholars to dine at school, and saving them two journeys in the streets. Perhaps it may be doubted whether, when the fittings are less brilliantly new and clean than at present, the use of the same room as a lavatory and a dining-room will be found to be a good arrangement.

The practising schools will in the present month obtain their due provision of pupil-teachers. The students are employed here in batches of six, each student receiving an amount of practice in these schools which, with the criticism lessons, seems to me to be sufficient, and which is minutely stated, in the case of each student, in the schedules which I have already forwarded to your Lordships.

Teachers in  
the Stock-  
well training  
college.

There is no change in the staff of teachers in the training college (Miss Scott, Miss Rose, Miss Tomlinson, and Miss



Channon), nor in the assiduity with which they perform their functions. Lessons in arithmetic and grammar are given by Mr. Hague, whose services are very useful. Mr. Hague holds a certificate of merit, and has graduated at the London University. The general superintendence of the students, and their instruction in domestic economy, are entrusted to Mrs. Searle. Mrs. McCrae has retired, carrying with her the respect and gratitude of this Society, and, indeed, of almost all the friends of popular education in this country, to few of whom was her name unknown.

The teachers are most comfortably lodged, the matron having a sitting-room to herself, and the other teachers two sitting-rooms between them.

Excellent provision has been made for teaching domestic economy. The arrangements of the laundry are really beautiful, and I inspected, with a pleasure which the objects of inspection do not always awaken, the wash-room, the ironing-room, the drying-closet, the wringing-ground, the large and enclosed drying-ground of this department. Here too the students are employed by batches of six. All the ironing and starching are done by them.

Provision  
for teaching  
domestic  
economy.

A practising kitchen has been provided, but it is not yet in operation.

The institution which I have been describing has afforded the greatest relief to the original college in the Borough Road. All the accommodation gained by transferring the young women to Stockwell has been devoted to making the Society's training department for young men more commodious and efficient. The two lodging houses which were permitted to receive a certain number of students have been abolished, and all the young men are now under one roof: for the purposes of superintendence and discipline this is a great gain. But even with these two lodging houses there was formerly accommodation for but 60 young men: there is now (the entire building in the Borough Road being devoted to them) accommodation for 100. When Mr. Alderson and I visited the training college in October, we found 74 students in residence, but every vacancy is now filled. The building has been gutted, and at an expense of 2,000*l.* fitted with dormitories, like those at Stockwell, having every modern improvement. All signs of crowding have disappeared; the students have now four good class-rooms, as well as the lecture-hall, at their disposition, while a very large and handsome dining-room has been made by throwing into the old dining-room a room which formerly went by the name of *the school of design*.

Training  
college in  
the Borough  
Road: relief  
afforded to  
it.

Teachers in  
the Borough  
Road training  
college.

I have to report no change in the staff of teachers, except that Mr. Barkby, formerly a pupil-teacher in the excellent Hill Street British school at Leicester, and last year classed in the first class of the second-year candidates for certificates of merit, is now employed to assist Mr. Fitch, the Principal, in teaching arithmetic, a task which he performs with cleverness and skill. I have so often expressed my admiration of Mr. Fitch's teaching, that I really have no need to express it again. Besides hearing him lecture in some of his old subjects, I this year heard him lecture most sensibly on a new one, the building, fitting, and ventilation of schools.

Testimony has also been repeatedly borne both to the attainments of Messrs. Curtis and Smith in the subjects (history and mathematics) on which they lecture, and to their skill in teaching them.

Lectures.

Perhaps all lectures tend to be somewhat too much of *lectures*, and too little of *examinations* of the pupil in a matter prepared by him. Lectures to young men may be allowed far more liberty in this respect than lessons to boys; but when the hearers of the lectures are young men whose business it will be to give lessons to boys, perhaps this liberty should be exercised more sparingly than in general it is. Both Mr. Alderson and I remarked that the students who taught classes in our presence were perpetually falling into the error of *lecturing too much*. The evil of this habit in teaching boys is that you do not ensure the pupil's learning anything at all; for he listens, or not, as he feels inclined. We had good evidence, in the note-books of the students which we examined, that this evil does not exist in their case; still, were it but as a model for the student to follow in the primary school hereafter, we both think that the training college lecture might with advantage be made somewhat more of an *examination*. It seemed to me that the Principal examined considerably more than either of the lecturers.

The general superintendence of the students is still entrusted to Mr. Saunders, the resident superintendent: it could not be in better hands. Drawing is taught by Mr. Dicksee, as formerly.

Music is taught by Mr. Murby. The students receive one lesson in the theory, one in the practice, of singing from notes; they are formed for each lesson into two classes. We heard a singing lesson; and here, as in a chemistry lesson which I heard given by Mr. Curtis, I had occasion to remark what I have remarked so often, how music and physical science seem each of them to *awaken* young men of the class to which these students belong; to be capable of "striking the electric chain" in them, in a way in which no other part of their instruction can.

Music and  
physical  
science as  
educating  
agents.

No doubt it is because of this capacity that the civilising power of music has always been famed so highly; for instruction civilises a raw nature only so far as it delights and enkindles it. Perhaps it will be found that physical science has, for such natures, something of a similar power, and that we may well make more use of both agents than we do at present. Undoubtedly no refining influence is more powerful than that of literary culture; but this influence seems to need in the recipient a certain refinement of nature at the outset in order to make itself felt; and with this previous refinement music and physical science appear able to dispense.

The model schools of the institution, under Mr. Langton and Miss Tomlinson, enjoy a long-acquired and deserved celebrity. Miss Tomlinson's school is still maintained, although superseded by the new girls' school at Stockwell in its function of practising school. The number of hours passed by each student in Mr. Langton's school is shown by the schedules of which I have already spoken.

The medical officers of both training colleges assured me that the health of the students was satisfactory.

Returns of income and expenditure similar to those furnished by the Church of England training colleges are now furnished by the training colleges of this Society. Duplicates of those prepared for my information by Mr. Wilks have been already forwarded to your Lordships.\*

In the same volume† with this report will be found the tabulated results of the examination undergone last Christmas by the students of these two training colleges. At the Borough Road college every student was successful; at Stockwell there were four failures.

I have the honor to be, &c.

MATTHEW ARNOLD.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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\* See Tables Nos. 3 and 4, pp. 251-3.

† Ibid, No. 5, p. 255.



REPORT, *for the Year 1861, by Her Majesty's Inspector,*  
J. BOWSTEAD, Esq., M.A., *on the* WESLEYAN TRAINING  
COLLEGE, *Horseferry Road, WESTMINSTER.*

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MY LORDS,

February 1862.

It was a part of my duty during the past autumn to inspect the Wesleyan Normal College at Westminster, in conjunction with my colleague, Mr. Laurie; and I now proceed to report such particulars concerning it as seem necessary to be noticed.

It must be borne in mind that this institution professes to train both male and female teachers; that these two classes of students reside in the same building, and that all the principal officers have duties connected with both departments. Each department, too, contains one set of students who are undergoing a first year's training, and another set who, having passed the first year's ordeal, are engaged in the more advanced studies appropriated to the second year. Thus the institution must always contain at least four distinct classes, requiring separate and simultaneous tuition; and it is easy to perceive that a very considerable staff of teachers must find ample and incessant occupation in annually preparing such a variety of candidates for examination in the different subjects required for a certificate of merit.

STAFF, &c.

The following is the account, in detail, of the officers, the time table, the text books, and the students of each department.

OFFICERS.—MALE DEPARTMENT.

Rev. John Scott, Principal.	Mr. Pickard, Certificated Teacher Tutor.
W. Sugden, Esq., B.A., Glasgow, Head Master.	Mr. Smetham, Drawing (occasionally).
Mr. Kinton, Lecturer, B.A., London, Literature and History.	Mr. West, Music (occasionally).
Mr. Langler, Lecturer, F.R.G.S., Geography.	Mrs. Davies, Matron.
Mr. Mansford, Certificated Teacher, B.A., London, Mathematics.	Serjeant Low, Drill.
	Mr. Holloway, Model School.
	Mr. Bell, Senior Practising School.
	Mr. West, Junior Practising School.

DISTRIBUTION OF TIME.

Days and Hours.	Second Year.	Teachers.	First Year.	Teachers.
<b>MONDAY.</b>				
9 to 10	Practising schools -	(Teachers of schools)	History -	J. Pickard.
10 to 12	Drawing " -	J. Smetham "	Drawing -	J. Smetham.
2 to 3	" -	" -	Geography -	J. R. Langler.
3 to 4	" -	" -	Reading -	J. L. Kinton.
4 to 5	Grammar -	J. L. Kinton	Euclid -	C. Mansford.
5.45 to 6.45	Penmanship -	J. Pickard -	6.45 to 7.45 vocal music	E. J. West.
<b>TUESDAY.</b>				
9 to 10.15	Religious instruction	Rev. J. Scott -	Religious instruction	Rev. J. Scott.
10.15 to 12	Criticism lessons for both years	-	-	W. Sugden, Teachers of schools.
2 to 4	1. Chemistry, &c. -	W. Sugden -	Grammar -	J. L. Kinton.
4 to 5	2. Mathematics -	C. Mansford -	Penmanship -	J. Pickard.
5.45 to 7.45	School management -	W. Sugden -	Vocal music for both years	E. J. West.
<b>WEDNESDAY.</b>				
9 to 10	History -	J. L. Kinton -	Algebra -	C. Mansford and J. Pickard.
10 to 11	Grammar -	" -	" -	" -
11 to 12	Geography -	J. R. Langler -	Reading, &c. -	W. Sugden.
2 to 3	History -	J. L. Kinton -	Geography -	J. R. Langler.
3 to 4	1. Chemistry -	W. Sugden -	Scripture history	J. L. Kinton.
4 to 5	2. Mathematics -	C. Mansford -	Arithmetic -	C. Mansford and J. Pickard.
5.45 to 6.45	Scripture history -	J. L. Kinton -	" -	" -
6.45 to 7.45	Vocal music -	E. J. West -	" -	" -
<b>THURSDAY.</b>				
9 to 10.15	Grammar -	J. L. Kinton -	Mensuration, &c. -	C. Mansford.
10.20 to 12	Reading and para- phrasing. -	" -	Arithmetic -	C. Mansford and J. Pickard.
2 to 3	History -	" -	School management -	W. Sugden.
3 to 4	1. Chemistry -	W. Sugden -	" -	" -
4 to 5	2. Mathematics -	C. Mansford -	Grammar -	J. L. Kinton.
6 to 7	1. Chemistry -	W. Sugden -	History -	J. Pickard.
	2. Mathematics -	C. Mansford -	years	Rev. J. Scott.
<b>FRIDAY.</b>				
9 to 10	Geography -	J. R. Langler -	Algebra -	C. Mansford and J. Pickard.
10 to 11	1. Chemistry -	W. Sugden -	" -	" -
11 to 12	2. Mathematics -	C. Mansford -	Grammar -	J. L. Kinton.
2 to 3	1. Chemistry -	W. Sugden -	Geography -	J. R. Langler.
3 to 4	2. Mathematics -	C. Mansford -	Practising schools	Teachers of schools.
4 to 5	School management -	W. Sugden -	History -	J. Pickard.
	Geography -	J. R. Langler -	" -	" -
	Log. arithmetic, &c. -	C. Mansford -	" -	" -
<b>SATURDAY</b>				
9 to 12.30	Written examinations for both years on alternate weeks.			
Afternoon	Holiday.			

Total number of days on which the work of the time-table was suspended by continuous vacations, or other holidays during the year ending on 31st December last - 84½

LIST OF TEXT BOOKS, 1861.

Male Students.—First Year.

Reading.—Herschel's Discourse on the Study of Natural Philosophy ;  
Cowper's Task.

English Grammar.—Morell's Grammar and Analysis.

Arithmetic.—Colenso's Arithmetic.

Algebra.—Colenso's Algebra.

Geography.—Cornwell's Geography, Johnstone's General Atlas of School  
Geography.

Geometry.—Pott's Euclid, school edition ; Lund's Geometry and Men-  
suration.

School Management.—No text book used.

History.—The Students' Hume.

Vocal Music.—Hullah's Manual; the Training School Song Book.  
 Religious Knowledge.—The Scriptures; the Wesleyan Catechisms, Nos. II. and III.

*Second Year.*

Reading.—Shakspeare's Merchant of Venice; the Coverley Papers from the Spectator; Milton's Paradise Lost.

Grammar.—Latham's English Grammar.

Arithmetic.—Barnard Smith's Exercises.

Algebra and Mathematics.—Todhunter's Algebra; Todhunter's Trigonometry; Heather's Mathematical Instruments; Law's Logarithmic Tables; Colenso's Geometrical Problems.

Geography.—Guyot's Earth and Man; Arago's Astronomy; Hughes' Physical and Commercial Atlas.

History.—The Students' Hume.

Vocal Music.—Hullah's Grammar of Harmony and Exercises.

Physics.—Dr. G. Wilson's Chemistry; Treatise on Natural Philosophy, Collins and Co., No. VII; Sir W. S. Harris's Rudimentary Electricity and Rudimentary Galvanism.

Religious Knowledge.—The Scriptures; the Wesleyan Catechisms, Nos. II. and III.

ACCOMMODATION and NUMBERS.

1. Number of students which the building is at this time capable of accommodating - - - - 72
2. Number of furnished dormitories - - - - 72
3. Number of students at this time in residence, viz. :—

	Who have resided				Total.
	Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	3 Years and upwards.	
1. Queen's Scholars—					
Who have been pupil-teachers -	38	25	—	—	63
Who have not been pupil-teachers -	1	2	—	—	3
2. Other Students—					
Who have been pupil-teachers -	1	—	—	—	1
Who have not been pupil-teachers -	3	—	—	—	3
Total - - -	43	27	—	—	70

OFFICERS.—FEMALE DEPARTMENT.

Rev. John Scott, Principal.  
 W. Sugden, Esq., B.A., Glasgow,  
 Head Master.  
 Mr. Kinton, Lecturer, B.A., London,  
 History and Literature.  
 Mr. Langler, Lecturer, F.R.G.S.,  
 Geography.  
 Mr. Mansford, Certificated Teacher,  
 B.A., London, Arithmetic.

Mr. Pickard, Certificated Teacher,  
 Tutor.  
 Mrs. Akrell, Superintendent.  
 Mr. West, Music (occasionally).  
 Miss Baines, Drawing (occasionally).  
 Miss Cutler, Sewing (occasionally).  
 Mrs. Davies, Matron.  
 Serjeant Low, Drill (occasionally).



## DISTRIBUTION OF TIME.

Days and Time.	Second Year.	Teacher.	First Year.	Teacher.
MONDAY.				
9 to 10	Grammar - -	W. Sugden -	Geography - -	J. R. Langler.
10 to 11	Geography - -	J. R. Langler -	School management -	W. Sugden.
11 to 12	School management -	W. Sugden -	History - -	J. L. Kinton.
2 to 3	History - -	J. L. Kinton -	Arithmetic - -	C. Mansford and J. Pickard.
3 to 4	Analysis of sentences	J. R. Langler -	- -	- -
4 to 5	Arithmetic - -	J. Pickard -	Paraphrasing - -	J. R. "Langler".
5.45 to 6.45	Vocal music - -	E. J. West -	Vocal music - -	E. J. West.
TUESDAY.				
9 to 10.15	Religious instruction	Rev. J. Scott -	Religious instruction	Rev. J. Scott.
10.20 to 12	Paraphrasing and analysis.	J. R. Langler -	Linear drawing -	Miss Baines.
2 to 4	Linear drawing -	Miss Baines -	Practising schools -	W. Sugden and teachers of the schools.
4 to 5	History - -	J. L. Kinton -	- -	- -
5.45 to 7.45	Vocal music - -	E. J. West -	Vocal music " 2	E. J. "West. "
WEDNESDAY.				
9 to 10	Practising schools -	Teachers of schools	Grammar - -	W. Sugden.
10 to 11	" " -	" " -	Reading - -	- -
11 to 12	" " -	" " -	History - -	J. L. "Kinton.
2 to 3	Grammar " -	W. Sugden - " -	Arithmetic - -	C. Mansford and J. Pickard.
3 to 4	Geography - -	J. R. Langler -	Scripture history -	J. L. Kinton.
4 to 5	Scripture history	J. L. Kinton -	Geography - -	J. R. Langler.
THURSDAY.				
9 to 10.15	Bookkeeping, &c. -	J. Pickard -	Analysis of sentences	- -
10.20 to 12	Criticism lessons -	Teachers of schools	Criticism lessons -	Teachers of schools.
1 to 6.45	Holiday.	- -	- -	- -
6 to 7.	Religious instruction to both years			Rev. J. Scott.
FRIDAY.				
9 to 10	Reading - -	W. Sugden -	History - -	J. L. Kinton.
10 to 11	Arithmetic - -	J. Pickard -	Geography - -	J. R. Langler.
11 to 12	History - -	J. L. Kinton -	Penmanship - -	J. Pickard.
2 to 3	Practice in drawing -	Mrs. Akrill -	Arithmetic - -	C. Mansford and J. Pickard.
3 to 4	Penmanship - -	W. Sugden -	- -	- -
4 to 5	Geography - -	J. R. Langler -	Grammar, &c. - -	W. Sugden. "
SATURDAY.				
9 to 12.30	Written examinations for both years, on alternate weeks.			
1.30 to 3.30	Needlework - -	Miss Cutler -	Domestic economy -	Mrs. Akrill.
3.30 to 5	Domestic economy -	Mrs. Akrill -	Needlework - -	Miss Cutler.

Total number of days on which the work of the time-table was suspended by continuous vacations, or other holidays during the year ending on 31st December last - - - 84½

## LIST OF TEXT BOOKS, 1861.

*Female Students.—First Year.*

Reading.—Cowper's Task ; Dr. G. Wilson's Five Gateways of Knowledge.

Grammar.—Morell's Grammar and Analysis.

Arithmetic.—Colenso's Arithmetic ; Elements of Bookkeeping (Irish Board).

School Management.—No text book used.

History.—Milner's History of England.

Geography.—Cornwell's Geography ; Johnstone's General Atlas.

Domestic Economy.—Tegetmeier's Domestic Economy.

Vocal Music.—Hullah's Manual of Wilhem's Method ; the Training School Song Book.

Religious Knowledge.—The Scriptures ; the Wesleyan Catechisms, Nos. II. and III.

*Second Year.*

Reading.—Wordsworth's Excursion, book I. ; Wilson's Five Gateways of Knowledge.

Grammar.—Morell's Grammar and Analysis; Edwards' History the English Language.

Arithmetic.—Colenso's Arithmetic; Elements of Book-keeping (Irish Board).

School Management.—Currie's Manual of Early and Infant School Training.

History.—Milner's History of England.

Geography.—Guyot's Earth and Man; Hughes' Physical and Commercial Atlas.

Domestic Economy.—Miss Brewster's Manual.

Vocal Music.—Hullah's Manual; the Training School Song Book.

Religious Instruction.—The Scriptures; the Wesleyan Catechisms, Nos. II. and III.

#### ACCOMMODATION and NUMBERS.

1. Number of students which the building is at this time capable of accommodating - - - - 52
2. Number of furnished dormitories - - - - 52
3. Number of students at this time in residence, viz.:—

	Who have resided				Total.
	Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	3 Years and upwards.	
1. Queen's Scholars—					
Who have been pupil-teachers -	23	8	—	—	31
Who have not been pupil-teachers -	4	8	—	—	12
2. Other Students—					
Who have been pupil-teachers -	4	—	—	—	4
Who have not been pupil-teachers -	3	—	—	—	3
Total - - -	34	16	—	—	50

#### LECTURERS, &C.

It will be seen, from the details given above, that there are two lecturers in this institution who claim grants of 100*l.* per annum each from the Government, as well as two tutors holding first-class certificates of merit, and entitled to 25*l.* per annum each from the public fund. The lecturers are Mr. Kinton and Mr. Langler, of whom the former was so ill at the date of our visit as to be quite unable to lecture before us. We are, however, so well acquainted with his practical ability as a teacher of English literature and history, that we have felt no hesitation in recommending the renewal of the usual grant on his behalf.

Mr. Langler lectured before us on geography, and we have recorded on a separate form our satisfaction with the professional skill which he displayed. Both the tutors, Mr. Mansford and Mr. Pickard, gave lessons in our presence; the

former on algebra and the latter on arithmetic. We made favourable entries on their respective certificates, and have reported concerning them in the usual Form, 39 b.

It is only necessary to add here, that the staff of officers appears to us to be fairly sufficient for the work to be done, and that the individuals who compose it display qualifications of a very high order for the duties which devolve upon them.

#### PRACTISING SCHOOLS.

We visited all the practising and model schools, five in number, attached to the institution, and heard model lessons given by all the principal teachers. We found these schools in a very efficient state, and we have reason to believe that this part of the work of the institution is most effectually done. The head master, Mr. Sugden, has very kindly furnished me with the following account of the time spent by the students in the various elementary schools, and of the means taken to ascertain that they make profitable use of the models set before them.

"You are, I believe, aware that the managers of this institution have always been anxious to apply to the best advantage the facilities they possess for giving their students a practical knowledge of the details of school management. To this end they have not shrunk from the serious expenditure incurred in carrying on a series of five elementary schools, viz., infant, junior, senior, girls', and model schools. The first four of these are chiefly regarded as practising schools, although the infant and girls' schools are made in part to serve the purpose of model schools. The male students practice class teaching under the superintendence of experienced teachers in the infant, junior, and senior, and the females in the infant, junior, and girls' schools. Criticism lessons are given once a week by the male students in all of them, and by the females in the three practising schools which they attend, while all, male and female, spend an entire week during each year in the model, or in the infant and girls' schools. Entering a little more into detail, I may remark that such lessons as admit of it in the student's course are given by the teachers in the manner recommended for future use in elementary schools; reading, in particular, being thus taught. But besides the practical instruction thus conveyed, one hour a week is given by the head master to each division of students for lectures on this topic; the first year's course embracing chiefly organization, method, and a brief outline of the history and present state of elementary education in England; the second being devoted rather to the elucidation of those general principles upon which all sound and valuable methods ultimately rest.

"The criticism lessons occupy about two hours weekly. The male students are divided into five divisions, and the females into three; and before each division three lessons are given by three students selected in rotation, on subjects fixed previously by the head master. The subjects of the lessons are chosen so as to present specimens in their treatment of simultaneous, class, and individual teaching. The students present in each division are called upon, after the lessons are over, and when they have returned to their own class-rooms, to criticise them as to plan, mode of delivery, &c., taking care to remark both excellencies and defects. After each student in turn has spoken, the head master or other presiding teacher reviews the whole,



correcting false notions on the part of the preceding speakers, as we as pointing out things which may have previously passed unnoticed.

"One half day weekly is spent by each student in one of the practising schools as formerly explained, the teacher of the school occasionally giving model lessons in their presence, and during the rest of the time employing them in teaching large classes under his own close superintendence. The variety of models thus presented has a most beneficial influence in preventing an indiscriminating imitation of any particular style of teaching, and in promoting individuality of character among the students.

"One entire week in each year is spent by the male students in small parties, never exceeding four at once, in the model school; and by the females in the infant and girls' schools. They take no part in the teaching, but their attention is directed by the various teachers to the construction of the school, its organization, the arrangement of the furniture, the methods, &c., and they are also required to make notes of certain lessons, to calculate the usual returns from the school registers, and to present at the close of the week a written account of what they have observed, to the teacher of the school, who values it and reports to the head master. The teachers of these schools hold themselves as much as possible ready to answer any inquiries that the students may wish to make of them."

### LESSONS, &c.

We heard three criticism lessons given in the model school, and were present at the discussion which followed. We also heard a lesson given by each student of the second year. The results, which were very varied but decidedly satisfactory on the whole, have already been reported in detail. The whole of the students of both years read before us, and the female students recited certain pieces of poetry which they had previously committed to memory. This double exercise appeared to me to have a very good effect. The mark ultimately assigned to each female student was a mean between the two separate marks for reading and recitation, and I am persuaded that in this manner more exact justice was done to each individual than it would have been possible to do if the result had depended solely upon a single exercise. I am not aware of any sufficient reason why the same plan should not be adopted in the case of the male students; and unless some fatal objection can be urged I should strongly recommend it.

It was evident that the reading and recitation had both received very careful attention, and the results were exceedingly creditable to all concerned.

### HEALTH.

The sanitary arrangements of the college remain unchanged, and I believe them to be quite satisfactory. The health of the students during the past year was very good upon the whole, as will appear from the following statement kindly

furnished for my use by Mr. Parker, the medical officer to the establishment :—

“The health of the students at the Wesleyan Training College, Horseferry Road, has been, on the whole, very good during the year.

“Notwithstanding the severity of the winter, the ailments of the students were comparatively trivial; but as the milder weather set in, cases of influenza, with great prostration of strength were not infrequent, and several of the weakest cases were sent into the country. Diarrhoea cases have been few and mild this summer, the heat never being very intense. At present scarcely any of the students are under medical treatment.”

### ACCOUNTS, &c.

As instructed by your Lordships, I invited the attention of the authorities of this institution to pages 281, 282, 332, 333 in the last reports made by Mr. Cowie and Mr. Cook, and requested them to furnish me with accounts under the same heads for the present report. They are appended.

### CONCLUSION.

Without going into further detail, it may perhaps be sufficient to state that this institution appeared to me to be in good working order in all its departments, and to be conducted with the same quiet energy and systematic efficiency for which its management has always been remarkable.

I have the honor to be, &c.

J. BOWSTEAD.

To the Right Honorable

The Lords of the Committee of Council on Education.

### APPENDIX A.

Results of Year ending 31st December 1861.

#### MALE DEPARTMENT.

	Length of Residence.	No.	Average Salary offered to them on leaving the College.
No. of students proceeding from college after 31st December last, after	2 years	22	£ 74
No of students proceeding from college after 31st December last, after	1 year	10	63
No. of students withdrawn <i>within</i> the year ending as above:—			
For illness	- - -	2	—
No. of students (excluding those now in residence) received into training since 1852 (date of establishment)	- - -	319	—
No. of students now known to be acting as teachers of elementary schools in Great Britain		246	—

## FEMALE DEPARTMENT.

	Length of Residence.	No.	Average Salary offered to them on leaving the College.
No. of students proceeding from college after 31st December last, after - - - - -	2 years and upwards.	17	£ 48
No. of students proceeding from college after 31st December last, after - - - - -	1 year	11	43
No. of students withdrawn <i>within</i> the year ending as above:—			
For illness - - - - -	- - -	3	—
No. of students (excluding those now in residence) received into training since 1852 (date of establishment) - - - - -	- - -	215	—
No. of students now known to be acting as teachers of elementary schools in Great Britain - - - - -	- - -	148	—

## APPENDIX B.

With respect to the accompanying accounts, it is necessary to observe that the income and expenditure of the two departments (male and female) cannot be separated, because they have for the most part one and the same staff of officers and servants, one set of housekeeping appliances, the same practising schools, &c. The average cost per head, therefore, is an average for the students of both sexes, of whom about three-fifths are generally males, and two-fifths females.

## FINANCIAL STATEMENT to 31st December 1861.

INCOME.		EXPENDITURE.	
	£ s. d.		£ s. d.
Wesleyan Education Committee - - - - -	1,343 3 11	Tuition - - - - -	1,328 10 0
Fees of 14 students - - - - -	261 5 0	Cost of supporting model or practising schools (five) - - - - -	999 13 8
Government exhibitions for 114 Queen's scholars - - - - -	2,289 5 0	Board of 4 masters, 125 students, and 6 servants - - - - -	1,575 19 6
Government grants in respect of 108 students examined at Christmas 1860 - - - - -	1,658 0 0	Washing of 125 students - - - - -	190 4 9
By fees of the model or practising schools - - - - -	484 12 0	Wages of matron and 6 servants - - - - -	194 17 4
By payments for occasional residence - - - - -	142 0 0	Fuel and lights - - - - -	293 11 7
		Water - - - - -	32 12 6
		Medical attendance for 125 students - - - - -	84 5 6
		Books, apparatus, printing, stationery, postages, and other office charges - - - - -	258 5 4
		Rent, rates, taxes, and insurance - - - - -	150 9 9
		Replacement of furniture and repairs to buildings - - - - -	144 10 0
		Garden, farm, &c. - - - - -	67 3 9
		Total - - - - -	£5,320 3 8
	£6,178 5 11	Special repairs, and furniture - - - - -	£858 2 3

Average cost per head 38*l.* 13*s.* 8*d.*, calculated on 125 students. This *includes* the net cost of the Practising Schools, which is *excluded* in the table given at p. 253.



REPORT, for the Year 1861, by Her Majesty's Inspector,  
W. SCOLTOCK, Esq., M.A., on the TRAINING COLLEGE at  
BANGOR.

MY LORDS,

January 1862.

I INSPECTED the normal college at Bangor during the week commencing Monday, 9th September 1861.

In the first place, I beg leave to give the results of the examinations for certificates and Queen's scholarships which were held in December 1860.

Nineteen first-year students sat for certificates, of whom two were placed in the first class, nine in the second, and seven in the third ; one was scheduled. In drawing, 10 gained prizes, eight passed in one subject, but I do not find a single student registered as having obtained a memorandum of competency to teach drawing ; 12 students took the Welsh paper, of whom 10 were successful.

As it is desirable to know what becomes of the students of a training college after they have passed their examinations, I have appended a list containing their names, together with the schools to which they have been appointed (*vide* Appendix A).

Thirty-two candidates tried for Queen's scholarships ; of these 26 had been pupil-teachers, 6 had not been thus trained ; the results were as follows :—

9	pupil-teachers	gained	first class	scholarships.
12	"	"	second	"
1	non-pupil-teacher		first	"

Thus 10 failed, of whom five had been pupil-teachers.

Of the 22 who were successful 21 were admitted at Bangor, one (Moses Jones) went to the Borough Road.

The authorities allowed one who had been unsuccessful to enter the college at Bangor.

During the year William Thomas, from Bethesda, left owing to illness ; he has, I regret to state, since died. The cause, (as far as I could learn,) seems to have been over-work before entering the college, and too great application, combined with want of exercise, during the time of residence.

The number present at the date of my visit was—

19	Queen's scholars.
1	paying scholar.

Appendix B. contains the names of those in residence, and other particulars.

As the college was not finished at Christmas last your Lordships refused to allow students to remain for a second year, on the ground that adequate provision had not been made for instruction and accommodation. I trust, however, that these obstacles may be removed before another year, for it seems to me most desirable that the greater number, if not all, the students should reside for two years. Many of the students are young, and a year's additional experience would be of no small advantage; moreover, the Welsh language is the native tongue of no few of those who are in residence, and their knowledge of English would be much improved by a second year's course of study. Some of the students come from wild and secluded districts, some from mountainous and outlying places, hence they are wanting in the knowledge of the usages of society; an additional year's training might be useful in remedying this defect. The vice-principal went so far as to hint at a byelaw to compel all who entered the college to reside for two years, except under peculiar circumstances.

On looking at the time-table, I find that no change has been made in the course of study; the staff of teachers also remains the same. The students are divided into two divisions, first and second, the distinction appears to have been made according to the acquirements of the men.

The vice-principal (Mr. Price) instructs the students in most subjects, except mathematics and geography. In my last report I bore witness to his ability as a teacher, more especially of reading; and this year also I have much pleasure in stating that I look upon his services as very valuable to the institution. I was present during his lectures on school management, principles of arithmetic, history, reading, and grammar. To enumerate the excellences of each would be superfluous; but two points I must mention, the one that Mr. Price seemed in an especial manner to have in view the object for which the students were being trained. His lectures were not rhetorical or ostentatious, but such as become a teacher who wishes to enable his hearers to carry out the work of teaching the children of those who gain their daily bread by manual labour. I was also much pleased with the quiet power with which Mr. Price keeps up his authority over the young, an invaluable gift in the case of a resident tutor.

Mr. Jones gave lessons on Euclid, mensuration, algebra, and geography during my visit; the lectures on mathematics and arithmetic were clear and intelligent.

On looking at the results of the examination held at Christmas 1860, I find that in history and geography no students from Bangor were marked *good*. I think that the deficiency in history

may be explained on the grounds that in the mass of Welsh schools history is not taught ; English must be first acquired, and history as a rule is looked upon as an extra subject, which is to be got up when the common things have been mastered. I asked the students in residence what subject they found most difficult, the answer was "history." As regards geography the above explanation does not hold good, and the deficiency must be owing to some other cause.

#### PRACTISING SCHOOLS.

Having said so much in praise of the institution, I must name one point which is not satisfactory ; I allude to the practising schools. The students go down twice a week, one division on Tuesdays, to teach in school during the morning, in the afternoon to give lessons ; the second division on Fridays, to pursue the same course.

I was present at the lessons given on Tuesday by two of the students of the first division, on Friday at those given by students of the second division. I heard the criticism on the lessons. I would venture to recommend that the students should give lessons during the commencement of their course as well as during the last quarter. Model lessons should be delivered to the children in the presence of the students. I feel aware that this deficiency will be supplied when the model school is built, but in the meantime something should be done to meet the present requirement, and I am sure the matter will have due attention at the hands of the principal.

I have the honor to be, &c.

WILLIAM SCOLTOCK.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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## APPENDIX A.

## STUDENTS who left in 1861.

Name.	Scholarship.	Certificate.	Came from—	Appointed as Master to—
Blake, Wm. Dart - -	1	1	Pembroke Dock	Llangadoch
Edmonds, Alfred Wm. -	2	2	Newtown -	Oswestry
Evans, William - -	1	1	Holyhead -	Holyhead
Gretton, Fred. Wm. - -	2	Schd.	Ross - -	Llantarnam
Jones Edward Henry -	2	3	Bowdon -	Cwmamman
Jones, Evan - - -	2	3	Dolgelly -	Ponterwyd
Jones, Thomas - - -	1	2	Blaina -	Brynamman
Jones, William - - -	2	2	Mold - -	Talgarth
Oke, Edward - - -	2	3	Pembroke Dock	Llanon
Rees, John - - -	1	2	Aberdare -	Gelligaled
Reynolds, Richard Theophilus	2	2	Brynmawr -	Gofilon
Rhys, John - - -	2	3	Penllwyn -	Rhos-y-bol
Roberts, John - - -	2	2	Bangor -	Gaerwen
Roberts, John C. - -	2	2	Denbigh -	Aberffrwd
Rowlands, Robert - -	2	2	Bangor -	Llanfachraeth
Watkins, Evan - - -	2	3	Maesteg -	Lwydeved
Williams, William - -	2	2	Lampeter -	Llanrwt
Jones, Robert } <i>Not Queen's</i>	—	3	Lixum -	Dwyran
Owen, Joseph } <i>Scholar's.</i>	—	2	Shrewsbury -	Talsarn

## APPENDIX B.

## STUDENTS in RESIDENCE in 1861.

Name.	Scholarship.	School in which Apprenticeship was served.
Adams, William Bateman - -	2	Swansea
Davies, John - - -	2	Llanllechid
Ellis, Benjamin - - -	2	Brynmawr
Harris, John - - -	2	Blaina
Harries, Richard Edward - -	1	Pembroke Dock
Hughes, Hugh - - -	2	Penrhyn
Hughes, William - - -	1	Holyhead
Hughes, William Jones - -	1	Llangefin
Jones, Edward - - -	1	Denbigh
Jones, Edwin - - -	2	Ruthin
Jones, Lewis - - -	1	Bala
Jones, William - - -	1	Llanelly
Mills, James - - -	2	Newtown
Paul, Edward James - - -	2	Ruthin
Radcliffe, William - - -	1	Dukinfield
Roberts, Ellis - - -	1	Bala
Thomas, James - - -	2	Llanelly
Williams, Thomas - - -	1	Holyhead
Winterton, Joseph Henry - -	1	Cefn Coedeymer
Jenkins, Isaac, <i>not Queen's Scholar.</i>	—	—

## APPENDIX C.

## ACCOUNT for the Year ending 31 December 1861.

RECEIPTS.		EXPENDITURE.	
	£ s. d.		£ s. d.
Amount of annual subscriptions or donations	57 0 0	Tuition	275 0 0
Fees of one student	8 0 0	Board of 21 Students and Servants	489 12 0
Government Exhibitions for 20 Queen's Scholars	448 10 0	Washing of 21 Students	25 4 0
Government Grant on account of 19 Students examined at Christmas 1860	288 0 0	Fuel and Lights	27 0 0
From the Neale Fund	15 0 0	Medical Attendance for 21 Students	2 2 0
By collections in chapels for the general purposes of the School	46 9 1	Books, Apparatus, Printing, Stationery and other office charges	31 9 1
	<u>£862 19 1</u>	Rent, rates, taxes, and insurance	12 2 6
		Other current expenses not included in the above	6 11 0
			<u>£869 0 7</u>
			£ s. d.
		Average cost per head, calculated on 21 Students	41 7 7½
		Other expenses, not being ordinary current expenses:—	
		Addition to salary of Vice-Principal for 1859 and 1860	50 0 0
		Expenses of Christmas examination	5 0 0
			<u>£55 0 0</u>

## RESULTS for the Year ending 31 December 1861.

	Number.	Average Salary offered to them on leaving the College.	Remarks.
No. of students proceeding from College after 31st December last, after one year	20	£45	{ Exclusive of Government Grants.
Dead	1	—	
No. of students (excluding those now in residence) received into training since 1858 (date of establishment)	71	—	{ Four died in 1861.
No. of students now known to be acting as teachers of elementary schools in Great Britain	67	—	

## APPENDIX D.

TIME-TABLE.—July to December.

Time.	Division.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6.30 to 7	I. II.	Reading * Writing †	Reading * Dictation †	Reading * Writing †	Reading * Dictation †	Reading * Writing †	Reading * Writing †
7 to 7.30	I. II.	Writing † Reading *	Dictation † Reading *	Writing † Reading *	Dictation † Reading *	Writing † Reading *	Writing † Reading *
9 to 10	I. II.	Grammar * Euclid †	School History *	Etiymology * School Management *	Grammar * Euclid †	History * School	Welsh * Geography. †
10 to 11	I. II.	Private Study	School	School Management *	Private Study	Reading * School	Arithmetic. *
11 to 12	I. II.	Euclid † Grammar *	School Private Study	Mensuration †	Euclid † * Grammar	Private Study School	Natural Philosophy. †
2 to 2.45	I. II.	Reading * Mapping †	School Writing †	Reading * Mapping †	Examination of Books. *	Algebra. † School.	
2.45 to 3.30	I. II.	Composition * Geography †	School Private Study	Writing † Arithmetic *	Composition *	Private Study. School.	
3.30 to 4.15	I. II.	Mapping † Reading *		Mapping † Reading *			
4.15 to 5	I. II.	Geography † Composition	Drawing †	Arithmetic * Writing †	Music †	Drawing †	
6.30 to 8	I. II.	Music †	Principles of Arithmetic *	History * Algebra †	English Language. *	Geography. † History. *	

[illegible]



TEXT BOOKS.

Morell's Grammar and Analysis.  
 Curtis's History of England.  
 Hamilton's ditto.  
 Gill's School Management.  
 Morrison's ditto.  
 Cornwell's Geography.  
 Hughes's General Geography.  
 Colenso's Algebra.  
 Todhunter's ditto.  
 Potts' Euclid.

Thomson's Euclid.  
 Cornwell and Fitch's Arithmetic.  
 Barnard Smith's ditto.  
 Lawson's Coast Lines.  
 Currie's Musical Analysis.  
 Sullivan's Literary Class Book.  
 Herschel's Discourse on the  
 Study of Natural Philosophy.  
 Rowland's Welsh Grammar.

OFFICERS.

No.	Names.	Where educated.	Duties.	Annual Salary.	Whether Board allowed in addition to the Salary.	Whether a House or Rooms allowed in addition to the Salary.	Whether the Officer resides within the walls of the Institution.
1	John Phillips -	University of Edinburgh	Principal - -	None.	No.	No.	No.
2	John Price -	Bala College -	Vice-Principal, constantly employed.	150 <i>l</i> .	No.	No.	Yes.
3	Hugh Jones -	Borough Road -	Mathematical teacher, constantly employed.	110 <i>l</i> .	No.	No.	No.
4	John Edmunds	Borough Road -	Drawing master, employed twice per week.	15 <i>l</i> .	No.	No.	No.

REPORT, *for the Year 1861, by Her Majesty's Inspector,*  
 SCOTT NASMYTH STOKES, Esq., B.A., *on the ROMAN*  
 CATHOLIC TRAINING COLLEGES at HAMMERSMITH, *for*  
 SCHOOLMASTERS, *and at LIVERPOOL and ST. LEONARD'S-ON-*  
 SEA *for SCHOOLMISTRESSES.*

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MY LORDS,

IN obedience to your Lordships' commands I present a report for the year 1861 upon the three institutions for training Roman Catholic school-teachers.

Their inspection occupied about three weeks in the end of June and beginning of July last. At Hammersmith and St. Leonard's I was accompanied by Mr. J. R. Morell, and at Liverpool by Mr. Lynch, and I believe that the judgment formed by my colleagues upon the several matters under consideration coincided generally with my own.

It is due to the laborious zeal, no less than to the responsible position of the principals of training colleges that the annual inspection should be held at the time of the year selected by them, unless weighty considerations point to another season as more suitable for the public purposes which inspection has in view. Accordingly, in 1861, I was guided by the unanimous wish of the principals in fixing inspection for the end of the second quarter, so that the teachers and students might part for their midsummer holiday, freed at least from one source of anxiety. Reasons, however, are not wanting to give a preference to some later month. For, during the inspector's visit, oral exercises in reading and teaching have to be performed by the students; and in the case of those of the first year, reading cannot be fairly tested and marked at the end of only five months' residence, while the attendance of older students in the practising school should not terminate with the first half of their second year. One of the well-known consequences of an examination, long contemplated, is that at its conclusion the subjects of it are temporarily dismissed from the mind. But reading and class-teaching ought never to be thus treated in a training school. It would seem, therefore, that, on public grounds, the end of the third quarter will be a better time than the end of the second for holding the annual inspection of training schools. It would not then be any hardship to call on the first year's students to show in their reading that they had profited largely from

residence, and the interval between October and Christmas is not perhaps unreasonably long for suspension, on the part of second year's students, of active duty in the practising school.

### BUILDINGS AND ACCOMMODATION.

No change of fabric has been made. In respect to buildings and accommodation, Hammersmith remains in the same condition as last year. At Liverpool, new dormitories have been fitted up, so as to afford beds for 70 students; and from the ceiling of the lecture-room two large ventilating shafts have been carried through the roof into the open air, effecting a great improvement in the healthfulness and comfort of the students' apartments. At St. Leonard's, a supply of water has been carried into the college; the kitchen was in use during our visit; and the practising school has been refurnished on an improved plan.

At Hammersmith the number of male students presented to us was 23 in the second year of residence, and seven in the first year. At Liverpool there were 26 female students of the second year, and 36 of the first; and at St. Leonard's, 14 students of the same sex in each year of training. Both at Hammersmith and St. Leonard's, less than half of the accommodation was occupied by students. Returns presented by the colleges give the following figures.

Name of Training College.	Room for	In Residence, 1861.		Total.
		Queen's Scholars.	Others.	
Hammersmith (Male) -	70	30	1	31
Liverpool (Female) -	70	62	1	63
*St. Leonard's (Female) -	60	26	2	28

\* St. Leonard's returns 35 students as resident in 1861; but no more than 23 were presented to me for the exercise in reading and teaching.

My report of last year contained calculations designed to show that the training colleges, when filled with students, were unlikely to produce a larger supply of teachers than can be absorbed into the service of elementary schools. The estimate rested on two assumptions: first, that Roman Catholic school-rooms, existing or to be formed, were not fewer than 750; and then that the service of elementary teachers would not on the average exceed eight years in length. The first assumption has subsequently been verified by the publication of the returns



presented in 1859 to the Royal Commission on Education, which fix at 743 the number of week-day school-rooms in England and Wales, and at 96 the number of evening school-rooms. When the Roman Catholic schools in Scotland have been added to the one side, and from the other those schools subtracted which are never likely to fall under inspection, there will remain for the employment of trained teachers a field of about the extent assumed. With reference to length of service, such figures as I have been able to collect go to prove that eight years, short as the term may appear, fully represent the actual period so employed.

Upon 31 December 1859 there were actually in charge of schools 286 certificated teachers. In January 1860 there left the colleges, with classes, 59 certificated students; at Christmas 1859 there passed examination 27 masters and mistresses. Therefore there should have been teaching, in 1860, 372 certificated teachers; but upon 31 December 1860 there were actually in charge of schools only 301 certificated teachers: so that the loss in twelve months was 71, or 19 per cent., which would give little more than five years as the average duration of a school-teacher's active life.

Again, upon 31 December 1860, there were actually teaching 301 certificated teachers. There left the colleges, with classes, at Christmas 1860, 65 certificated students; there passed examination, at Christmas 1860, 22 masters and mistresses. Therefore there should have been teaching, in 1861, 388 certificated teachers; but upon 31 August 1861 there were actually teaching only 355 certificated teachers: so that the loss in eight months was 33, or 8·5 per cent., which would give nearly eight years for the average length of service.

If then the colleges were full, still the supply of trained teachers would not be likely to overstock the market. But the colleges are not full. In 1861, as has been shown, only 122 places out of 200 were occupied. In 1862 the returns are somewhat higher; still nearly one-third of the accommodation remains empty. Nor is it likely to be filled, since Roman Catholic pupil-teachers, from whom students are mainly or entirely drawn, fall rather than rise in number. On 31 December 1859 there were 809 pupil-teachers in service; on 31 December 1860 the number had fallen to 780, and on 31 August 1861 to 767. Nothing within my own experience enables me to explain this decrease. I expected that the numbers would be stationary, or nearly so; but no positive falling-off was anticipated, nor has any occurred in my district. The facts, however, show that there need be no apprehension of an excessive supply of trained teachers, unless, indeed, the

managers of Roman Catholic schools, having command of well-trained persons, should prefer to appoint to schools masters and mistresses of an inferior class, and leave the qualified teachers to seek other positions in life.

### MANAGEMENT AND TEACHING FORCE.

At Hammersmith the management has been modified. Early in 1861 the Rev. J. M. Glenie, principal of the institution from its foundation, resigned his post; and, as the vice-principal, the Rev. T. J. Capel, was incapacitated by ill health from taking an active part in the college, it became necessary to appoint new officers. The Rev. J. B. Rowe, well known as the devoted and successful manager of large schools in Drury Lane, is now head of the college, and he is assisted by the Rev. Thomas Graham, a former student and lecturer, now in holy orders. In July last the staff was thus composed:—

Names.	Place of Education.	Duties.	Salary.	Board.	Lodgings.
Rev. J. B. Rowe -	Cambridge -	Principal -	None -	No -	No.
Rev. T. Graham -	Hammersmith -	Vice-Principal -	80 <i>l</i> . -	Yes -	Yes.
Rev. F. Balston -	Oxford -	Occasional Lecturer -	None -	No -	No.
Rev. E. G. Bagshawe -	London University -	Occasional Lecturer -	None -	No -	No.
R. Walker, Esq. -	Oxford -	Lecturer -	120 <i>l</i> . -	No -	No.
Mr. S. Johnson -	Hammersmith -	Lecturer -	50 <i>l</i> . -	Yes -	Yes.
Mr. W. Eden -	Hammersmith -	Master of Practising School.	25 <i>l</i> . -	Yes -	Yes.
Mr. J. De Vries -	- - -	Music Master -	20 <i>l</i> . -	Yes -	Yes.
Mr. C. Clarke -	- - -	Drawing Master -	60 <i>l</i> . -	No -	No.

Since the time of inspection Mr. Johnson and Mr. Eden have been replaced by new masters, but substantially the staff remains as represented above.

It will be observed that Mr. Rowe holds office upon unusual terms. In return for his services he takes nothing, neither salary, nor board, nor lodging; and, on the other hand, he does not sleep in the institution. Nevertheless, for reasons which it would be tedious, and in some respects unbecoming to detail, I believe the arrangement to be the best which circumstances allowed, and I anticipate that Mr. Rowe's appointment will materially promote the usefulness and prosperity of an institution of which the very existence seemed for a moment to be in jeopardy. No doubt the absence of the principal at night throws an extra responsibility upon his deputy; but Mr. Graham, assisted as he is, experiences so far no difficulty in maintaining discipline during the hours of his rule.

During our visit to Hammersmith we were present at a lecture given by the vice-principal to the students of the

second year, upon the arithmetical method of extracting square roots; and also at a lecture by Mr. Johnson to the students of the first year, upon the teaching of grammar. It has not been the custom here to give public criticism lessons, but each of the students has received in private such advice or admonition as the master of method considered him to require.

At Liverpool, under the general direction of the principal, Miss Lescher, head governess, and her three assistants, Miss Hartigan, Miss Bourke, and Miss Barclay, all certificated, are constantly employed in teaching the students, as well as Miss Williams, the matron. Miss Perry (D.) and Miss Lucas (D.) teach drawing, and Miss Tilbury gives lessons in music. The practising school remains in charge of Miss Pottinger.

At St. Leonard's the teaching staff, compared with the small number of students, is strikingly powerful and effective. Under Mrs. Connelly, the principal, and Miss Orr, vice-principal, seven governesses are daily employed in teaching, and it is much to be wished that the classes under their influence were more numerous attended.

#### PRACTISING SCHOOLS.

The practising schools do not appear to me to be entirely satisfactory. It is my conviction that this branch of the training system requires a larger development than it has yet received. I think that the practising school of every college ought to comprise departments of all such kinds as the students trained there will afterwards be expected to conduct, and that the Queen's scholars ought to be introduced earlier into these schools, and be put through a more varied course of teaching therein. It is not enough, in my opinion, that a college should have attached to it one school-room with a slender attendance of boys or girls. Rather it should afford specimens of the juvenile school, the infants' school, the mixed school, the night school, and perhaps also the Sunday school. Experience gained in such specimen schools during an intelligent attendance spread over not less than six months of each year of training, seems more likely than any other available means to promote the production of sound elementary teachers, and to check a possible abuse of the colleges, whether by persons who might seek their advantages without intention to become primary schoolmasters, or by any weak-minded students who might fancy some knowledge of algebra or Latin to be incompatible with diligence and skill in teaching the rudiments of learning.

A practising school thus organized I have not yet had the pleasure to inspect. At Liverpool there is less defect than in



the other colleges, because the practising school there, though attended by only 100 children or thereabouts, gives an admirable model of a well-organized and thoroughly-taught girls' school; and also because the students are frequently taken to other schools in the town, and thus enlarge their experience by visits to departments of various kinds. Great advantage would accrue from the establishment of a night school under the governesses of the college, but difficulties for the time stop the project. A Sunday school is, I was informed, about to be opened on the premises. At St. Leonard's the practising school is now organized in three divisions, and considerably improved in fittings. Though admitting boys as well as girls, and attended also by some boarders, it has but few scholars altogether. Both here and at Hammersmith the registers failed to show that scrupulous exactness which is essential in a model school. The attendance at the Hammersmith practising school is larger than formerly, and the age of the scholars seems likely to advance. The new principal is determined to secure its efficiency.

Special instructions directed enquiry to be made into the terms of admission into model schools, which in some places exhibit a tendency to rise into middle schools. The colleges which I visit appear free from blame in this matter. At Hammersmith the fee is one penny per week, and at Liverpool fourpence. At St. Leonard's the few children of the labouring class are admitted on easy terms, and of the boarders only one pays the 20*l.* nominally demanded, but practically reduced to the sum which parents can afford. These boarders indeed form nearly the whole of the first class, but the town children are excluded from it only by their backwardness in knowledge.

#### TRIAL IN TEACHING.

At Hammersmith, by the principal's wish, the trial of the students in teaching was conducted on the plan sketched in my last report. Four students of the second year were introduced together into the practising school. Two of them were set to teach classes, while the other two prepared lessons. Every one of them gave four lessons before us of fifteen minutes each. All were required to take reading, writing from dictation, and arithmetic, but the subject of the fourth lesson each was left free to choose for himself. The results were very satisfactory to Mr. Morell as well as to me. We obtained evidence that the second year's students had been well practised in teaching the elementary branches, and that all of them, in varying degrees, had attained facility and aptitude in prose-

cuting the fundamental work of the schoolmaster. I was gratified to learn from the principal that he had found the preparation for the ordeal highly useful in limiting the view of certain ambitious students, and in giving a fixed definite aim to the school-practice of all of them.

At Liverpool the trial lessons were given before Mr. Lynch and me, partly in the practising school, partly in the St. Peter's infants' school, Seel Street, and partly in one of the college lecture-rooms, to which, in the afternoon, classes of children were brought from the town schools, and, in the evening, a set of young pupil-teachers and candidates for apprenticeship. Many of the lessons deserved high marks, and the management and teaching of the infants were extremely interesting and skilful.

The teaching at St. Leonard's was interrupted by thunderstorms of unusual violence. Several of the students displayed great self-command, but the children, of course, were considerably distracted. Moreover, it was the same class to whom nearly all the lessons had to be addressed, because the second class was not advanced enough for the purpose, and the infants were too few to place upon the gallery. Terrified by lightning, wearied with lessons, and confined in their school by heavy rain, the children scarcely offered to the students a fair opportunity for the exhibition of their full powers. Some allowance had to be made for this drawback. Nevertheless, the methods appeared susceptible of improvement in certain particulars, which I pointed out to the mistress of method. In the appendix will be found a paper on the use of the practising school at St. Leonard's, kindly furnished by Miss Hunt.

### READING.

The reading of the second year's students at Hammersmith displayed great improvement, which, however, was more marked in the poetry than in their prose reading. The "Merchant of Venice" had been carefully got up, and evidently under a skilled master of elocution. This exercise was extremely well done, and, had the prose reading proved equally good, would have deserved very high marks. Both in the first and second year there was abundant evidence that great attention had been paid to reading.

The Liverpool students recited poetry and read prose better, I think, than in any earlier year. Some recitations at the close of the inspection were excellent.

The Milton of the second year's students at St. Leonard's was not successfully delivered. The tone and manner and

appearance of the young women formed so striking a contrast to the powerful passages selected by them for recitation from the second book of "Paradise Lost," that scarcely any other result could be expected. The failure was not redeemed by any special excellence in the prose reading. Fairly good will perhaps describe the general result.

## SINGING.

In all the colleges vocal music is cultivated. At Hammersmith the students sang "The Red Cross Knight" and other pieces with vigour and precision. At St. Leonard's some difficult sacred music was well executed, and the Liverpool students seem to be familiar with an endless collection of school songs set to appropriate airs.

## DISTRIBUTION OF TIME.

The time tables presented by the colleges show the hours allotted in a week to the various subjects of instruction. The particulars are here collected.

## ANALYSIS of TIME TABLES for One Week.

Subjects.	Hammersmith, Students of		Liverpool, Students of		St. Leonard's, Students of	
	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.
	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.
Religious Knowledge	4	4	8	7½	9	9
Reading - - -	2	2	1	2	3	3
Writing - - -	1	1	1	2	1½	2½
School Management	5	2	14½*	3	4	2
Grammar - - -	2	2	3½	4½	5	4
Mathematics and Arithmetic - - }	6	8	3½	5	5	5
History - - -	2	2	4	4½	3	3
Geography - - -	2	2	4½	4½	2½	3½
Music - - -	3	3	2	2	2	2
Drawing - - -	3	3	3	3	2	2
Written Examination	7	7	3	3	4	4
Private Study - -	19†	17†	12	12	6	6
Domestic Economy -	—	—	5	17½‡	3	4
Needlework - - -	—	—	4½	4½	3	3

\* Each student is in the practising school on an average for three hours per week from January to October.

† The hours allotted to private study are distributed over the different subjects.

‡ The students go in parties of six to the kitchen and laundry between 2 and 4.30 p.m. from January to July.



The work of the time-table was suspended in the course of 1860, at Liverpool for  $66\frac{1}{2}$  days, and at St. Leonard's for 50 days.

The best text-books are employed in all the colleges.

#### ACCOUNTS.

The accounts of the Hammersmith college are now kept in an exact and systematic manner; and they are audited quarterly by the Lord Petre and the Rev. James O'Neal. Every liability incurred up to 1 April 1861 was cleared off at that time; and from week to week the financial position of the institution is now accurately known. The books are accurately kept, and all bills regularly paid. It was a stipulation made by the new principal on accepting office that this necessary reform should be effected. In accomplishing it, the Catholic Poor School Committee have drawn largely upon their funds, and by their liberality and decision have afforded the best evidence of the importance attached by the representatives of Roman Catholic opinion to the maintenance of a seminary for the training of schoolmasters. For the year 1861 the expenses are altogether abnormal and excessive; but the pressure has been surmounted; and from the beginning of 1862 order and regularity will prevail in the accounts. Nine months only of 1861 are covered by the financial return printed in the Appendix.

Upon the Liverpool accounts I have nothing to add to the remarks of last year. The same system is maintained.

At St. Leonard's separate accounts are now kept. It would be well, I think, that they should be audited once a year.

#### QUEEN'S SCHOLARS OF CHRISTMAS 1861.

On entering upon his charge at Hammersmith, Mr. Rowe felt dissatisfied with the small number of students and the extent of unoccupied room. He soon determined, as the best means of securing a good scholars' list at Christmas, upon opening a preparatory class, and admitting into residence well recommended youths, ex-pupil-teachers, and others, to study for the scholarship examination. He appointed masters for their instruction and afforded them ample facilities for learning. The result has not disappointed him. The preparatory class presented 27 candidates, of whom 23 succeeded in gaining scholarships, 10 in the first class and 13 in the second. Besides these, 24 other candidates competed, and 18 of them were successful, two appearing among the first class scholars, and

16 with the second class. Thus Hammersmith has, for 1862, forty-one Queen's scholars of the first year ; and there is a fair prospect of filling the college with students. The happiness, indeed, of those now in residence, and their grateful affection towards the college authorities have already become widely known ; and in future I anticipate no lack of candidates for admission.

The failures among male candidates had last year reached 13 out of 20, or 65 per cent. ; this year they were but 8 in 36, or 22 per cent. For the first time their general success surpassed that of the female candidates, among whom 27 in 79, or 34 per cent., failed to obtain scholarships. I must repeat that no candidate, of either sex, possessing average ability and application, ought to fail in the scholarship examination.

### GENERAL RESULTS.

What the colleges have already done towards supplying elementary schools with trained teachers is summarized in the subjoined table :—

NAME of TRAINING COLLEGE.	Students left on 31st December 1861.		Average Salary offered.	Total Number trained.	Number acting as Elementary Teachers in Great Britain.
	After one Year.	After two Years.			
Hammersmith -	0	22	£ 60	65	46
Liverpool -	6	25	30 and lodgings.		
St. Leonard's -	4	13	Not known.		
Total -	11	60		281	223

Of trained students not actually teaching, the following account is given :—

NAME of TRAINING COLLEGE.	Dead.	Emigrated.	Teach Upper Schools.	Propose to teach.	Retired, &c.
From Hammersmith	5	1	4	3	6
„ Liverpool -	6	2	5	5	10
„ St. Leonard's -	0	0	7	0	4
Total -	11	3	16	8	20

The whole number of certificated teachers employed in Roman Catholic schools upon 1st August 1861 was 355. It

will be seen that the training schools have contributed a very large proportion of them ; and I avow my firm belief that the extension and improvement of popular education depend, more than upon anything else, upon the secure maintenance and prosperous condition of these institutions.

I have the honor to be, &c.

To the Right Honorable

SCOTT NASMYTH STOKES.

The Lords of the Committee of Council on Education.

## APPENDIX A.

### REPORT of the SECOND YEAR STUDENTS' TEACHING in the PRACTISING SCHOOL at ST. LEONARD'S-ON-SEA.

The great object in our preparation of the students for their arduous duty of teaching, is to give them, in the first place, those general principles on which all school management is founded ; and, secondly, to afford them opportunities for the practical development of such principles, without which no amount of theory would be availing. This has been done as far as possible without interfering with the course of lectures ; and by attention to the immutable laws of government and order, the students ought to be able with facility to apply on a more extended scale, when they come in contact with large masses of children in the course of their future scholastic life, what they have learnt in the miniature practising school of St. Leonard's. After they had entered upon the second year's course of study, each student used formerly to take charge of the practising school for about a fortnight : all this time she had complete control of the children, under the supervision of the mistress of method and the assistant. They prepared and gave lessons to each of the classes daily, thus coming in personal contact with all their pupils, and with minds in every stage of development. Twice during the period of each student's government all the others of the second year accompanied the mistress of method to the school, where they either heard a model lesson given by her, or the lesson marked for the hour given by the student in charge. In the latter case the criticism followed immediately. This, of course, is of two kinds ; first, the criticism of the *methods* ; and, secondly, that of *school management*. Under the first head the students were, before leaving the lecture-room, told to observe these and other equally practical points :—1. Arrangement of the subject ; 2. Illustration ; 3. Language ; 4. Tone of voice ; 5. Manner ; 6. Skill in keeping the class active and attentive ; 7. Total results. (General defects are made the subject of special notice and criticism until improvement is perceptible.) Upon returning to the lecture-room each student has been called upon to state what she has observed praiseworthy or defective in the lesson, especially in reference to the point allotted to her, and afterwards upon the whole school business of the day. Having heard what each had to say, the mistress of method, after adding her remarks on these points, goes systematically through the following, which, it will be observed, bear particularly on *school management* :—

1. The arrangement of lessons for the different divisions and classes ; the harmony and order that should subsist between them.



2. The distribution of the teaching power; the lessons delegated to the pupil-teachers, and those reserved to be given by the mistress herself.
3. The supervision of the pupil-teachers.
4. The manner of correcting the faults of the children.
5. The discipline of the school; use of signals; physical exercises; registers, &c.
6. The spirit of the school while under her guidance, as indicating her character and power as a teacher, ("As is the teacher, so are the pupils"). During the current year three or four students have taken charge of the different divisions of the school for one day only at a time; and for three weeks all the second year students have attended the practising school to hear the one in charge teach, and to witness the working of the school. Besides this, they accompany the mistress of method once a week to overlook the sweeping and cleaning of the room; the arrangement of the maps and pictures; inspection and correction of copy and dictation books; and supplying the class boxes for the next week's work. The criticism lessons are continued as before. This plan is to be continued, with two additional hours each week for model and criticism lessons, at which the first year students will be present as spectators only. This will fit them for their practical exercises in the following year. The student in charge is in the school during the *whole* school day, as by this means she is practised in admitting and dismissing the pupils, dealing with late comers (if any), admitting and examining new scholars, testing the various little methods approved for giving out bonnets, &c., before dismissal.

## APPENDIX B.

## FINANCIAL STATEMENT for the Year 1861.

## INCOME.

	Hammer-smith, for 9 months.	Liverpool, for 12 months.	St. Leonard's, for 12 months.
	£ s. d.	£ s. d.	£ s. d.
Balance from 1860 - - - -	—	27 5 4	2 12 0½
Annual subscriptions or donations - - -	—	—	—
Grants from Catholic Poor School Committee	1,750 0 0	247 0 0	203 0 0
Fees of students paid by themselves - -	5 15 4	70 5 2	—
paid by patrons - - -	—	—	263 13 9
*Government exhibitions for Queen's scholars -	339 5 0	1,011 10 0	501 10 0
†Government grants for students examined at } Christmas 1860 - - - - - }	—	727 6 8	409 0 0
Fees of practising school - - - - -	21 16 9	—	—
Sundries - - - - -	65 10 4	306 13 9	496 18 0
£	2,182 7 5	2,390 0 11	1,876 13 9½
*Number of Queen's scholars - - - -	30	62	30
†Numbers of students examined - - -	—	61	32

Note that in the first quarter of 1861, the Catholic School Committee contributed 1,233*l.* 2*s.* 3*d.* to Hammersmith, in addition to the sum entered above, viz., 319*l.* 18*s.* 9*d.* towards current expenses from Christmas 1860 to Lady-day 1861, and 913*l.* 3*s.* 6*d.* in settlement of all liabilities upon the college up to the 1st April last. The Government grant for students examined at Christmas 1860, and the first quarterly allowance for Queen's scholars, were devoted to the same purpose.

Note also that the item "Sundries" at Liverpool and St. Leonard's includes the estimated value of gratuitous services.

## EXPENDITURE.

	Hammer-smith, for 9 months.	Liverpool, for 12 months.	St. Leonard's, for 12 months.
	£ s. d.	£ s. d.	£ s. d.
Tuition, with chaplain . . . . .	354 1 9	480 0 0	390 5 0
Practising school . . . . .	101 10 0	—	—
*Board of all residents . . . . .	950 10 9	849 13 6	596 2 7
†Washing of students . . . . .	23 5 11	45 19 7	75 5 0
‡Wages of servants . . . . .	203 0 0	60 0 0	60 0 0
Fuel and lights . . . . .	100 14 10	39 4 4	101 12 0
Other housekeeping expenses . . . . .	147 19 4	54 4 4	126 1 0 <sup>1</sup> / <sub>2</sub>
Medical attendance . . . . .	17 15 3	16 0 0	14 1 8
Books and stationery . . . . .	61 19 8	50 18 1	121 1 8
Rent, rates, taxes, and insurance . . . . .	55 3 9	511 16 3	319 7 10
Furniture and repairs . . . . .	69 1 6	164 5 3	—
Garden, &c. . . . .	—	40 4 1	40 0 0
Other current expenses . . . . .	—	—	27 14 11 <sup>1</sup> / <sub>2</sub>
Balance in hand . . . . .	—	28 6 6	4 12 0 <sup>1</sup> / <sub>2</sub>
£	2,085 2 9	2,340 11 11	1,876 3 9 <sup>1</sup> / <sub>2</sub>
Ventilators in study . . . . .	—	49 9 0	—
Lead cistern and pipes . . . . .	—	—	34 4 10
*Number of resident teachers . . . . .	4	9	0
†Number of resident students . . . . .	42	68	35
‡Number of resident servants . . . . .	14	6	3

TABLE showing average Cost per head for Tuition, Board, and Lodging.

	* Hammer-smith.	Liverpool.	St. Leonard's.
	£ s. d.	£ s. d.	£ s. d.
Tuition, with chaplain and books, per student . . . . .	13 4 5	7 16 2	14 12 2
Board, with washing, wages, fuel, medical at- } tendance, and sundries, per resident . . . . .	31 3 5	12 16 8	26 6 9
Lodging, with rates, taxes, insurance, gar- } den, and repairs, per resident . . . . .	1 4 9	8 17 4	9 9 2
£	45 12 7	29 10 2	50 8 1

\* To ascertain the average annual cost at Hammersmith one-third of the expense of three quarters has been added to the amount, and the sum divided by the number of students and residents respectively.

REPORT, for the Year 1861, by Her Majesty's Inspector,  
E. WOODFORD, Esq., LL.D., on the CHURCH OF SCOT-  
LAND TRAINING COLLEGE, EDINBURGH.

MY LORDS, Edinburgh, March 1862.

THE number of students in attendance at this Training College, during the late session, was 186, being an increase of 26 over that of the previous year. The number that came forward to the Christmas examination was 179, divided as follows :—

Number of students.

—			First Year.	Second Year.	Total.
Males	-	-	64	27	91
Females	-	-	59	29	88
Total			123	56	179

Of these 162 were successful, 6 were scheduled, 9 failed, and 2 forfeited the consideration of their papers. Of the successful candidates, 41 are in the first class, 77 in the second, and 44 in the third. In connection with the number of failures, which may seem large, when compared with the results in some of the English training colleges, it may be borne in mind that there are Gaelic students in attendance, who have not passed as Queen's Scholars, but have bursaries from the Education Committee of the Church; and the attainments of many of these, on entering, are not equal to those of a pupil-teacher of the first or second year; so that it is almost impossible to bring them up to the standard necessary for passing the examination for certificate of merit, unless allowance were made for their imperfect knowledge of English, which is not only against their progress in study, but sometimes makes an answer appear as nonsense when what they mean to say is quite right.

Results of examination.

The results of the examination in the several subjects will be seen in the general table prefixed to the reports on training colleges.\* It may be right to remark, as I did last year, that

\* See Table No. 5, page 255.



history was omitted in the course of class lectures and exercises for the first year male students, and geography for those of the second year male students. They all, however, took the papers, either on the strength of some private reading or relying exclusively on their previous knowledge; but the results show only 11 fair in geography, and in history 3 good and 13 fair.

The examination of the increasing number of students attending this training college has for a considerable number of years been held in a large hall rented for the occasion. As described in a special letter to the office, illustrated by photographs, this hall is fitted up with tables having partitions on them sufficiently high to prevent the candidates, when seated, from seeing the papers of their neighbours right or left. Each is required to sit in the centre of the allotted space, so that they are nearly five feet asunder; and as the male and female candidates occupy alternate rows, the papers before and behind are different. I believe that this arrangement is thoroughly effectual in preventing one candidate from copying from the paper of another, an object which I felt it otherwise impossible to secure, especially in the cases of map drawing, the construction of figures, and the form of process in arithmetic; and I may now more particularly include the recent important exercise of the notation of music from the voice, or an instrument (of which the fingering is not to be seen), as the candidates are usually seated within the distance at which music has often to be read in practice. Experience has also shown that the prevention of mutual sight by this arrangement is not gained at the expense of affording any shelter for the individual use of books or notes. The regularity with which the candidates are thus seated allows them to be seen in so many different lines along the room, as well as from the platform and gallery, that the least change of position or arrangement for such a purpose attracts notice, and is soon followed by suspicion, if there be cause for it. I may just further remark that, as the size of the hall is sufficient for the male and female candidates together, the two inspectors can arrange that one of them shall always be overlooking it, if the other happens temporarily to be engaged in speaking to an individual, answering a message, or receiving any admissible visitors.

Staff.

The staff of the college remains the same as stated last year, except that Mr. Fogo, teacher of the religious knowledge of the first year's students, history, and Latin, resigned, and has been succeeded by Mr. Taylor, formerly one of the masters in the practising school.

Of the two lecturers recognised under the Minute of 20th August 1853, I have already reported as follows, in recommending the grant:—

“Both these lecturers are full of zeal in their respective departments.

Mr. St. Clair seems to task the students to the full extent of his share of their time; and he certainly overtasks himself in the time that he bestows at home on the critical revision of their exercises.

Of Mr. Core I know less yet in detail, but he seems a most promising teacher, and I have no doubt that he will soon come to correct the only fault which I found with his method, that of going over the exposition of the steps of a process rather too rapidly to be intelligently followed by those who have not already some knowledge of the subject.”

### PRACTISING SCHOOL.

The number of children in the model and practising school at the time of my visit was 616. The staff consisted of the head master, an assistant master, an assistant mistress, a mistress of the infant school, and a mistress for teaching sewing. A second assistant master has been added since the present session began. Besides, there are also 13 pupil-teachers.

The system of the analysis of sentences, now in general use, could nowhere be more thoroughly carried out than it is here. The head master considers it as taking precedence in importance of all ordinary parsing. With this valuable field of observation, as well as others through the country, I am bound to state that the results do not, in my opinion, recompense the time and labour which the complexity of the system requires. The formulæ and nomenclature are bewildering to the young; and the frequent substitution of one term for another shows that they are not clearly understood, even in the highest classes.

### PROFESSIONAL INSTRUCTION.

The substitution of certificated teachers as part of the staff under the head master, which formerly consisted exclusively of pupil-teachers, appears to be a great improvement, as affording more effectual means of oversight when the students are exercised in conducting the classes. With this difference the arrangements for the instruction and exercise of the students in the art of teaching remain as described in former reports, and, as measured by the results of this part of the examination of the second year students, work very satisfactorily.

With one or two exceptions all the students handed to me a copy of their notes of the three lessons which they had to give, and most of them gave evidence of much thought in the selection and order of the subjects in detail; and they were written out, especially those of the female students, with much attention to distinctness and neatness.

## COURSE OF STUDY.

The authorities of this training college have, as before noticed, struck out the subject of history from the course of instruction for male students of the first year, and geography from that of the second year males. The female students, however, take all the subjects in the syllabus. In reply to a reference from the office I suggested a modification of the field of instruction and examination in geography as at present conducted in our female training colleges. No subject of study embraces so great a number of wholly unconnected facts, even when it is confined to those of a single country, and to get satisfactorily over the large field laid down in the syllabus, the lecturer must prescribe his daily task in proportionate amount. A few isolated questions are sufficient to detect any shortcoming in the laborious work of preparation on the part of the students, who, to avoid an unfavourable mark, give an amount of time to it that is disproportionate to its importance in a training point of view, as compared with such subjects as arithmetic, grammar, paraphrasing, and criticism lessons. Also in drawing the examination papers, the terms of the syllabus do not seem to be so closely followed as in the other subjects. Under "Europe in general" questions are sometimes put that seem to presume a minute knowledge of any part of it in particular. Adverting to the tabulated results of the first-year male students, in which, out of a class of 63, there is 1 marked *good* and 34 *fair*, I may mention that the lecturer has repeated to me the complaint he made at the close of the examination, when he saw the file of papers, that a portion only is within the field laid down in the syllabus, and that including only in one or two instances the third question of the section, or that to which the highest value is understood to be attached. It is only fair to him and to the class to state that, in my incidental visits during the year, I never saw more earnest and laborious instruction, while the answers to questions evinced a most satisfactory degree of attention.

Geography.

Religious knowledge.

Of the papers entrusted to me for revision, those on religious knowledge of the Scotch female students of both first and second years evinced a very thorough and minute preparation of the prescribed portions.

Gaelic.

In the Gaelic there is a sensible improvement, which may be attributed to a better understanding of what is required in this subject, and to the operation for some years of a well-conducted class in Edinburgh, and its stimulating influence beyond the range of the students who attend it.



In the Latin of the first year, in which the examination is Latin. restricted to the accidence, a large proportion of the students in all the training colleges, both in England and Scotland, showed a remarkable degree of inaccuracy, even in words that are inflected at full length in the elementary grammars.

The objection of "over-training," which has been raised Over-train-  
ing. during recent discussions, may be understood as referring to the extent and minuteness of the attainments implied in the examination paper on such subjects as Scripture knowledge, geography, and history ; but it seems impossible to conceive that a mind which is to be employed in the training of other minds can itself be too highly trained, however elementary the branch may be that is taught.

#### EXAMINATION FOR QUEEN'S SCHOLARSHIPS.

The total number of candidates for Queen's scholarships was 125, being a decrease of six as compared with last year.

Candidates.	1st Class.	2nd Class.	Failure.	Total.
Males, Pupil-Teachers - -	24	17	3	44
„ not Pupil-Teachers - -	—	4	14	18
Females, Pupil-Teachers - -	12	14	5	31
„ not Pupil-Teachers - -	6	9	17	32
Total - -	42	44	39	125

By this Table it appears that of the pupil-teachers (male and female), rather more than 10 per cent. have failed, and of the non-pupil-teachers, 62 per cent. ; but the two highest on the list of female Queen's scholars are non-pupil-teachers. Such is not unfrequently the case in the female list, but the highest places on the list of male Queen's scholars are always occupied by pupil-teachers.

The three male pupil-teachers who failed to gain a scholarship were from the Highlands, and their failure in a good many of the exercises is most probably to be attributed to the difficulty that they have in expressing themselves in English.

Of the causes that may have operated unfavourably in the case of the five female pupil-teachers who failed, I am less able to speak. Only two of them belong to my district, and one of these served her apprenticeship in an infant school, where, from the want of advanced classes, the training of pupil-teachers is always more difficult.

## ACCOUNTS.

The accounts of the college are subjoined ; and in considering the entries it may be kept in view that a female boarding-house is maintained in connection with it.

I have the honor to be, &c.

ED. WOODFORD.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

## APPENDIX.

## ACCOUNT for the Year ending 31 December 1861.

INCOME.			EXPENDITURE.†		
	£	s. d.		£	s. d.
Grants from Diocesan or other Boards, exclusive of Government Grants* - - -	250	0 0	Tuition - - -	-1,232	15 0
Fees of Students, paid by themselves, their Relations, or private Patrons - - -	327	14 6	Board of all Residents - - -	745	0 0
	<u>£577</u>	<u>14 6</u>	Washing of Students and Wages of Servants, including Matrons	116	13 0
			Fuel and Lights - - -	57	9 7½
			Other Housekeeping Expenses -	13	16 2
			Medical Attendance - - -	25	0 0
			Books, Stationery, and Apparatus - - -	102	14 7
			Rent. (Due, but not paid, or appearing in the year's expenditure).		
			Rates, Taxes, and Insurance -	58	9 3½
			Repairs and Furnishing -	51	8 10½
			Other current Expenses ‡ -	488	2 10
			Total, including two following items - - -	<u>£3,207</u>	<u>9 0½</u>
			Building and other Expenses not included in current Expenses:—		
			Building - - -	250	0 0
			Excess of Expenditure, Dec. 1860, now paid - - -	65	19 8

No. of Residents, 45; of whom 25 were Queen's Scholars.  
No. of Students, 179.

\* For Government grants received by this college during the year 1861, *see* general table, p. 251.

† Exclusive of Queen's Scholarships and Personal Allowances paid to the Students.

‡ Of which sum:—

	£	s.	d.
Cost of annual examination - - -	735	11	10
Bursaries to Students - - -	282	13	0

REPORT, for the Year 1861 by Her Majesty's Inspector,  
JOHN GORDON, Esq., on the CHURCH OF SCOTLAND NORMAL  
COLLEGE, at GLASGOW.

MY LORDS,

THE remarks which I have the honor to offer on this occasion relate, first, to the subjects, and next to the methods, of the instruction taught and practised at this seminary during the last year.

But, in the first place, it is proper to revert to the session of 1860, so far as to mark the subsequent distribution of the students, male and female, who then quitted the seminary, with the qualification of certificate. The register which is there kept supplies the following summary:—

					Males.	Females.	Total.
Appointed to Parish Schools	-	-	-	-	6	—	6
„ Sessional	„	-	-	-	3	—	3
„ Burgh	„	-	-	-	3	—	3
„ Subscription	„	-	-	-	4	—	4
„ Industrial	„	-	-	-	—	12	12
„ General Assembly	-	-	-	-	1	—	1
„ Infant	-	-	-	-	—	5	5
„ Private Adventure	-	-	-	-	2	2	4
„ Assistantships	-	-	-	-	10	8	18
Emigrated	-	-	-	-	—	1	1
Married	-	-	-	-	—	1	1
Still without Schools	-	-	-	-	1	7	8
Total	-	-	-	-	30	36	66

The number of those already appointed to the charge of schools appears thus to have reached the high rate of 84 per cent.; and the fact proves how well, in the public opinion, the Normal school fulfils its purposes.

I. One cause of this general acceptance of the Normal school has been its conformity—its studied conformity to the common schools of the country, in so far, at least, as regards the subjects of instruction. On that point, the Normal respects the common school; and, in turn, the examination for certificate respects the practice of the Normal school. The subjects of instruction in the one place are the subjects of examination in the other. They are supposed to be initiated in the common



schools very much by the example of the parochial ; and, again, in the parochial, they have been prescribed, under the Act of 1803, by the heritors and minister of the parish. But this part of the regimen of the parochial schools has been somewhat affected by the recent Act of 1861, which appoints for the examination of the teacher elect, instead of presbyteries, and, to some extent, instead of heritors and ministers, a board of University professors, who are to "make such regulations" as they shall see fit in regard to the time and manner of "examinations, and as to the subjects to which the same shall extend, and to regulate the notice to be given thereof, regard being always had, in the framing of these regulations, to the circumstances of each particular district." All along, however, the subjects of instruction have been, in some degree, practically determined by the choice of parents, by the judgment of the teacher, by the bent of his talent, or by the description of his best acquirements ; and probably the same thing, in a considerable degree, will continue to take place. But, whatever may be the subjects of instruction in the common schools, they will probably be reproduced in the Normal ; and in both, as well as in the examination for certificate, the main occupation will doubtless continue to be with the branches of reading, writing, arithmetic, grammar, geography, and religious knowledge.

At the same time, however, certain additions have been made to the subjects of study, as well as to the subjects of examination ; and the latter had been announced before the same had obtained any footing in the Normal school. They had still been wanting there, apparently because wanting in the common schools ; yet, no sooner were the new subjects proposed than they were adopted in the seminary, for already their importance had been generally recognised. When a central board seeks but to aid the schools in its connexion, it may consistently do so by introducing what may not have been in these schools before, but what the local managers have seen to be desirable and have cordially received ; for, in such cases, it exerts an influence, not of dictation or authority, but simply of co-operating aid.\* The managers of the Glasgow seminary have cordially added to its programme two or three subjects of manifest and acknowledged importance, which had not been there before, but which had appeared in the syllabus of subjects for the examination of candidates for certificates. These added subjects are the following :—For the students of both sexes, school manage-

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\* Vide Regulations, General Assembly's Education Report, 1835.

ment; for males, church history; for females, domestic economy.

All the elementary subjects taught in the seminary have now been mentioned. But there remain a few, superior to the elementary, which are taught to the male students only; and not all of them, to each student, or even to any. These are physical science, mechanics, higher mathematics, English literature, and Latin. Such subjects have been offered in the seminary for the same reason which caused them, with the addition of mechanics, to be admitted into the programme of the examination for certificate—the intention in both cases being “to leave the course of study as free as possible.” At the same time, the examination for certificate is given to each candidate upon one only of these higher subjects, with the view of promoting that “proficiency in a few subjects, which is valued more highly than mediocrity in many;” and for the same reason, of the 27 students of the second year, 21 studied only mathematics, and 6 only physical science; the other optional subjects being unchosen by any. The same dislike to an instruction necessarily imperfect from its too great variety, and the same precise notion of the proper or main objects of the seminary have excluded from it the modern languages, physiology, antiquities, and some other studies which the managers have occasionally been solicited to introduce. They have limited, and for good reasons, the course of training to two years, and they have judged that the curriculum should be limited, accordingly, to so many of the most useful branches as, in that time, may be studied to the requisite extent.

Such, then, is the programme, and the whole programme of instruction in the seminary, and there can be no doubt that its affinity to that of the common schools has been one cause of that confidence which the seminary receives from the country, and which has been expressed, year after year, in the rapid appropriation of its certificated students to the teachers' office.

By some it has been thought or feared that the education of the female students is too high; by others, that the education of the male students is too low, for those places in the service of education, which they are afterwards respectively to occupy. But the programme, as now detailed, may show whether there be any real or seeming foundation for the one opinion or for the other.

The question, indeed, does not admit of being decided altogether, without reference to the degree of efficiency with which the instruction is conducted. But, on this point, the

best evidence is afforded by the results of the examination for certificate, which for the last year have been as follows :—

	Males.	Females.	Total.
Number of First Year's Students : Candidates -	46	33	79
„ do. passed - - - -	44	32	76
„ Second Year's Students : Candidates -	27	19	46
„ do. passed - - - -	26	19	45

It is proper to add that the students of both sexes, on leaving the seminary with certificates, commonly seek for such situations as shall not allow the knowledge which they have there acquired to “rust in them unused.” The females, if offered, as they sometimes are, a school for sewing only, do not willingly accept it, preferring one in which they are to teach not merely sewing to girls of the proper age, but the first steps in reading and religious knowledge to the young of both sexes,—which sort of charge is frequently attached to mixed schools under masters. Neither do they decline to take part with a master, in teaching all the branches of a mixed school. But the girls school in which they alone shall have to teach all that they have learnt in the seminary, is that which they greatly and commonly prefer. It would seem, indeed, that the preference of certificated female students for this last class of schools tends very considerably to promote the education of female children by schools for them alone, and under the charge of female teachers. Examples of each of these kinds of school occur in the South-west district, and the number of each kind under certificated mistresses, who had studied at the Normal school, is as follows :—

Schools for sewing only - - - -	1
„ for sewing with initiatory book instruction - - - -	9
„ for all the elementary branches, and under both male and female teachers - - - -	5
„ for all the elementary branches, and under females only - - - -	9
Infant schools under females - - - -	3

The male students are not only as desirous as the female, of teaching up to their acquirements, but some of them are, moreover, not satisfied without adding to the knowledge which they carry with them from the seminary. For, it may be, that the seminary has imparted a love of study, or discovered a talent which they possess for some branch there taught,—languages, history, or mathematics. They then desire to prepare and to recommend themselves for further advancement in their calling, than, perhaps, they had at first ventured to have in view ; a very few, in the course of some years, have



found their way to the University. But, even in such instances of prolonged study the individual does not generally leave, or seek to leave, the path of an elementary instructor; and for that his efficiency is commonly improved.

II. "In teaching," says one of the masters of the seminary, "the fruit, by which I mean the amount of the progress made by the pupil in the mastering of a given subject, is always according to the degree of excellence in the method employed." This is so obviously true, that the fact would scarcely merit notice, did it not give occasion to remark that the importance of method, in general, consists not only in the fruit here mentioned, but in this also, that of itself and by the discipline, mental and moral, which the mere practice of it involves, it possesses an educating power. The matter of a lesson may, in fact, happen to be of no great practical value, while the method of it may be of the greatest. Now this twofold use of method is the more noticeable here, as the Normal school is peculiarly a school of method, and as its methods fall to be, for that reason, very particularly observed in any account which may be given of its operations and its condition. Moreover, the examination of the students when candidates for certificate, while it places all due importance on the subject of school-management generally, does not, and from the nature of the occasion cannot, bring to view those plans of study and of instruction upon which they had been trained at the seminary, and which in themselves are of so much service to the talent of the student, independently of the acquirement which they have been employed to produce. These remain therefore to be noticed,—some, it may be, at one time; some at another, in the annual reports upon the seminary.

The student, then, has three several opportunities at the seminary of acquiring skill in the art of teaching. He is himself taught by four masters, and becomes, of course, familiar with their modes of teaching; under the Rector's supervision, he teaches in the practising school; and again, he has the benefit of the Rector's prelections on the principles and practice of the art. It is obviously important, in any seminary of the kind, that the lessons supplied on these several occasions should be in harmony with each other; and so they are in the present instance, by the reconciling judgment, tact, and unobtrusive, almost unfelt authority of the rector. One or two examples may be offered.

1. The whole scheme of instruction for the students is under the care of five male teachers and one female; and the distribution of subjects amongst them has been, in the main, unchanged from the commencement of their service in the seminary. The four masters, who divide the literary instruc-

tion, have this practice in common; they require of their students much private, unaided application to set tasks; and these individual efforts rarely take place in the school-room, but daily at their own homes; and the results are very frequently expressed in writing. This practice is common enough in ordinary schools; but here, more use is made of it than usual, for these reasons, that exercises of the sort can be carried much farther with pupils who have passed the school age, and who may be supposed to be pretty well disposed and able to do such work for themselves. This, indeed, is observable of the students of both sexes, that they seem well aware of the necessity of their own efforts in all their studies, and would probably view with indifference any needless, enervating facilities that might happen to lie within their reach. One effect of this private preparation is, that the master's lessons consist very much of examination upon what has been already learned,—but not so much as to leave no room for adding what may be fitly supplied from his own knowledge beyond the data of the text book.

In accordance with this practice, “We never,” says the first master of the Practising Department, “in instructing the common pupils, do for those in the senior class anything which by a little exertion they can do for themselves; the home preparations, accordingly, are in Scripture biography, in writing fair and correct copies of passages first dictated in the school, in geography from the text book, map-drawing and grammar.” Here, then, in the practising department, the students find opportunities of teaching almost exactly in the same manner as they have been themselves taught by their several masters.

In the same way, the Rector in his lectures lays down the simple rule, “That every lesson must afford an exercise which the pupils can in a considerable degree manage without aid, but not without effort.” He adds, that the application of this rule is not so simple a matter,—implying a judgment on the amount of the exertion that may be required, on the amount of it that will succeed, and the amount of it that, not succeeding, will yet benefit the mind which is vigorously employed upon it. For, in general, while he accepts of simple and commonly received principles, the means of giving them effect in practice are characteristically the burthen of his teachings.

2. The Rector dwells much on the cardinal rule of “thorough teaching in every branch, and at every step of progress.” What teacher does not propose and profess the same? But everything depends upon the method employed, nay, upon the manner or spirit, in which the method is worked. One of

the best methods, and one of the best practised here, is that already mentioned, of private preparation of the lessons. But the Rector speaks occasionally of all varieties of method—remarking, that all or even many of them do not admit of being used together in the teaching of the same school; he describes the special methods applicable to each branch, and the general, applicable to all; the adaptations which, in practice, they must receive, to the age and progress of the pupils—not omitting, of course, fit mention of the two prevailing methods termed *explanatory* and *interrogatory*. These last are exemplified in combination by the four masters in their teaching of the students; and again, by the students themselves in their teaching practice. Thus, “Our female students,” says Mr. Dixon,—

“When they enter, generally possess little real knowledge of the principles of arithmetic, though they can calculate with tolerable accuracy. To them I explain every rule very fully, and afterwards propose exercises upon it, the solutions of which I require to be written out by each student at home, in a book kept for the purpose. These exercises are not altogether numerical, but some of them refer to the principles of the rules. In fact, I require every student, male and female, to write out the substance of the explanations I give respecting the various rules. As many of these written exercises as time permits, are read aloud and discussed in the class daily.”

It was remarked, accordingly, how well the students, male and female, who at the late examination gave specimens of their teaching in this branch, appeared to have been instructed in its mathematical principles.

The teacher of history, Mr. Leitch,—

“Draws out the student’s knowledge, not by numerous questions producing as many small facts in reply, but by requiring each to give a brief lecture, orally or in writing, on a specified portion of the lesson. For this no half preparation on his part will suffice; he stands mute and hesitates, if not well studied in the subject beforehand.”

And he remarks an incidental advantage, in this practice to the training of a teacher,—

“The student rises from his seat, takes pointer in hand, and delivers his narrative face to face with his fellows. This is public delivery. Students who had never been accustomed to utter more than two or three sentences at a time attain in this manner, by length of practice, a skill and readiness in elocution which must be of the greatest use to them in their future occupation.”

“I require,” says Mr. Calvert,—

“In these examinations that each of the lessons on geography, regarded as a whole, shall be methodized and divided into its prominent portions, and the more important facts only brought conspicuously to view.”

Now, these same methods of the training masters are employed in the senior division of the practising school, where the students are prepared to find them and to practice them, with such modifications as are required to suit them to the age and progress of the pupils. They do not teach there exactly



as they had been taught ; but they are guided to the proper variations by the Rector and the practising masters, to whom the capabilities of the pupils are better known.

3. The junior divisions of the practising school show the same methods, duly modified, which are taught and practised in the other departments of the seminary, and the teaching practice of the students there is conducted accordingly.

The conformity is complete, in the requirement of home preparation, in the direction of attention to the sense of the reading lesson, in the communication of suitable religious knowledge, though this last here takes place, only by oral communication, and upon the simplest narratives of Scripture. The differences appear chiefly in these points ; the classes are smaller, the lessons shorter and more various, the physical exercises more frequent, the tuition more abundant in familiar instances, and in illustrations by picture, ball-frame, slates, or blackboard. In short, the methods here are distinguished from those of the upper divisions of the practising school chiefly by their more customary and more necessary reference to visible illustrations. Yet the students, male and female, practice by turns in each division of the practising school ; those of the second year, for at least one hour daily throughout the session ; those of the first year, for one hour daily during the last three months, with the advantage of a daily attendance as observers throughout the previous part of the session.

The direct moral instruction of the students, male and female, is promoted by means which the rector retains almost exclusively in his own hands. Their Scriptural knowledge is derived from him, and his lecture tells how the same should be managed by themselves, when they shall assume the office of instructors. On both occasions, they are taught that the historical and doctrinal portions of the lessons should be ever accompanied with explanations of their proper moral import and moral bearing ; and that the manner or tone of the tuition, in dealing with such subjects, should, for obvious reasons, be somewhat different from that which is proper to the common business of the school.

A statement by the authorized auditor is appended of the income and expenditure of the seminary, for the last twelve months. In this, the practising and training departments are, as formerly, kept separate. Of the practising department—

			£	s.	d.
The expenditure exceeds the income by	-	-	89	2	3
Of the training—					
The income exceeds the expenditure by	-	-	108	6	5
Leaving an excess of income for the whole seminary of			19	4	2

The practising department, deriving its income from school-fees, appears to be well nigh self-supporting; the training is so far dependent on the public grants for students, Queen's scholars, &c., as to receive from that source 93 per cent. of its income.

I have the honor to be, &c.  
JOHN GORDON.

To the Right Honorable  
The Lords of the Committee of Council on Education.

# APPENDIX.

## ABSTRACT of ACCOUNTS from 1st January 1861 to 31st December 1861.

### I. Practising School.

INCOME.			EXPENDITURE.		
	£	s. d.		£	s. d.
Cash in hand :	£	s. d.	By ordinary Expenditure, viz. :	£	s. d.
As per account ending			Salaries -	541	13 4
31st Dec. 1860	0	8 6½	Servants' Wages -	56	0 0
Add discount received,			Household Expenses -	18	17 4
omitted to be entered			Stationery -	5	6 7
in last year's account	4	5 11	Printing -	4	5 6
			Books and Maps -	4	6 0
	4	14 5½	Apparatus -	7	4 10
Balance in Bank not			Public Burdens,—		
entered in last year's			Feu Duties -	14	7 7
account	0	4 4	Poor Rate -	1	17 9
			Land Tax -	0	1 1½
		4 18 9½	Police Tax -	1	13 1
School Fees -	-	-	Water Rate -	6	3 2½
	-	-	Gas -	9	12 8
Balance, being excess of Expendi-			Fire Insurance	11	5 0
ture above Revenue	-	-		45	0 5½
	-	89 2 3	Tradesmen,—		
			Carpenter -	11	6 10
			Glazier -	2	1 0
			Plumber -	8	16 0
			Gasfitter -	1	19 9
			Painter -	7	0 0
			Slater and Mason -	5	10 0
			Plasterer -	12	1 2
				48	14 9
			Coals -	7	17 0
			Furniture -	6	12 0
			Miscellaneous -	10	1 8
				£755	19 5½
			By extraordinary Expenditure,		
			viz. :		
			Teachers -	9	0 0
			Carpenter -	24	15 2
			Smith -	19	13 0
			Plumber -	1	7 0
			Gasfitter -	14	0 0
			Painter -	46	19 5½
			Slater and Mason -	47	0 0
				176	14 7½
Total Income	£932	14 0½	Total Expenditure -	-	£932 14 0½

## II. Training Department.

INCOME.			EXPENDITURE.		
	£	s. d.		£	s. d.
To Allowance on account of			By ordinary Expenditure, viz.:		
Certificated Students	1,652	0 0	Salaries	1,234	11 8
Government Grant	250	0 0	Servants' Wages	56	0 0
Church Grant	250	0 0	Queen's Scholars,	£	s. d.
Allowance on account of Queen's			Male	1,391	10 0
Scholars (after deducting the			Queen's Scholars,		
Bank charge for negotiating			Female	578	0 0
the bills drawn on the Pay-				1,969	10 0
master-General)*	1,968	13 0	Free Students,		
Students' Fees	15	5 0	Male	242	0 0
			Free Students,		
			Female	84	1 0
				326	1 0
			Household Expenses	18	17 4
			Gas	9	12 8
			Coals	7	17 0
			Stationery	5	15 1
			Advertising	12	18 0
			Printing	1	3 3
			Tradesmen,—		
			Smith	4	15 3
			Glazier	0	13 0
			Plumber	9	3 3
			Gasfitter	2	16 3
			Painter	2	13 10½
			Slater and		
			Mason	1	16 0
			Plasterer	6	17 10
			Carpenter	13	2 2½
				41	17 8
			Furniture	12	6 6
			Books and Maps	86	11 1½
			Apparatus	10	14 10
			Doctors' Fee	4	5 0
			Travelling Expenses	2	10 0
			Church Seat Rents	6	2 0
			Stamps	2	4 4½
			Public Burdens,—		
			Land Tax	0	1 1½
			Poor Rate	0	4 2
			Water Rate	6	3 2½
				6	8 6½
			Miscellaneous	80	0 0
				3,895	6 0½
			By extraordinary Expenditure,—		
			Apparatus	25	0 0
			Carpenter	14	1 0
			Slater and Mason	25	0 0
			Painter	32	4 6¼
				96	5 6½
			Balance—Excess of Revenue		
			above Expenditure	144	6 5
				£4,135	18 0
Total Income	£4,135	18 0			

## NOTE.

In account connected with Practising School,—	£	s. d.
Excess of Expenditure above Revenue	89	2 3
In account connected with Training Department,—		
Excess of Revenue above Expenditure	144	6 5
Leaving a Balance in hand of Treasurer	£55	4 2

\* The sum due at Christmas 1861, but not paid by the Government till January 1862, was advanced by a Bank. The table at p. 251 gives the amount actually paid by the Government during the year.



REPORT, for the Year 1861, by Her Majesty's Inspector,  
JAMES CUMMING, Esq. LL.D., on the FREE CHURCH  
TRAINING COLLEGE, EDINBURGH.

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MY LORDS,

THE history of this college during the past year has been characterized by great efficiency, and at the same time marked by mortality more than usual, both in the staff of instructors and among the students.

In the male department 102 students were enrolled, 97 of Numbers, whom were Queen's scholars, and 88 had been pupil-teachers. On the female side 86 were enrolled, of whom 59 were Queen's scholars, and 37 had been pupil-teachers.

I subjoin the list of the staff employed in conducting the Staff work of the institution. The principal officers are the same as in the list which I furnished in 1858, but several changes have occurred in the subordinate departments.

JAMES SIME, M.A., Rector.

Peter Steele, M.A.,	Lecturer on Grammar, &c.
Gilbert Graham,	„ History and Geography.
David Sime,	„ Mathematics.
Thomas G. Dick,	„ Method.
Walter Strang,	Teacher of Music.
Charles Hodder,	„ Drawing.

MISS STEVENSON, Lady Superintendent.

Miss Ashworth, Teacher of Drawing.

„ Burns, Governess.

JOHN R. MACLAREN, Secretary.

Besides these there are several female teachers who are employed both in the Normal College and in the practising school. These are—

Miss Cooper.
„ Millar.
„ Siddie.
„ Ross.

The last two conduct the infant school department. Miss Millar takes a special charge of the music, and Miss Cooper of the sewing.

Since my last report the teacher of the infant school, Miss Smith, has been removed by death. Had I not been in a very distant part of the country at the time, I would have been much inclined, had I seen that I could do so with propriety, to urge the appointment of an experienced and approved infant

Infant department.

teacher, who might have been a model to the female students in this important department. I would have been the more strongly induced to do this, as in my last report I had spoken of this as the weakest part of the institution. I still think that this would have been the most desirable course, and have heard no reason which seemed satisfactory for its not being adopted. The charge, however, has been entrusted to two young ladies who had newly passed their examination for certificates of merit, and who had seen nothing of infant school teaching but in the practice of their predecessor. I have the greatest confidence in their earnestness and ability, having known them both, and one of them in particular for many years as a pupil-teacher and student. I am sure that they will do their duty, as, indeed, they appear to be doing it, faithfully and efficiently. They will no doubt have the counsel of the principal and of the master of method, and I have reason to believe that arrangements are in progress for making the department more completely efficient in the training of the female students.

Lectures.

In instructing the students generally the different lecturers show the same ability which I have had repeatedly occasion to commend. The lectures of the principal himself on Scripture and church history, by their clear arrangement, perspicuity of language, and animation of manner, are calculated to be particularly impressive and useful. I heard him at one time on Scripture, at another on the catechism, and on a third occasion on the history of the Scottish Reformation, and felt at all these times that the subject was made very interesting, and that important knowledge was communicated.

The lectures of Mr. Steele on literature, and his expositions of the older English authors, are those of a ripe scholar and an experienced teacher. They are listened to with much respect, and, I believe, with real profit by the students.

Mr. Graham lectures on history with much animation and sufficient knowledge. I heard him instructing the senior male students in Scottish affairs in the time of Charles I., particularly on the peculiarities of the Scottish parliament and the functions of the Lords of the Articles. The lecture was lucid and instructive. On another occasion I heard him examine the junior female students on part of the reign of Charles II. In the latter instance, however, I was somewhat disappointed with the fewness of the answers returned by the students. As the examination was on the subject of a previous lecture which I did not hear, it was difficult to say whether the defect arose from the questions ranging beyond the subject of the lecture itself, or from the matter of the lecture having been

imperfectly apprehended. But as I knew that there was a considerable amount of talent in the class, I thought that a greater acquaintance with the subject might have been expected if it had been sufficiently set before the minds of the students.

The lectures of Mr. David Sime on pure and applied mathematics seem to be successful in exciting the interest and informing the minds of the students.

In the more peculiar work of the normal college, the <sup>Training.</sup> training of the students to be practical teachers, the lectures of Mr. Dick on methods of instruction are primarily entitled to attention. I have heard his lectures on several subjects connected with the art of teaching. They are characterized by good sense, great plainness, and competent knowledge of the various topics to which they relate. One of the lectures was on the teaching of writing. It was in itself as satisfactory as a lecture on the subject could be. But it suggested as matter for consideration whether the arrangements of our normal colleges generally (at least I am not aware that there is anything peculiar in the case of that on which I am now reporting) tend sufficiently to train the students to be instructors in some of the most practical branches; whether too exclusive, or at least too prominent a place is not assigned to the giving of oral lessons. Instruction in reading and in grammar is indeed a regular part of the training of the students. A certain proportion of the lessons which they give are grammar lessons, but their training to be teachers of writing and arithmetic is, I believe, chiefly of the indirect kind, which forms indeed a part of the system; I mean that the lessons which they themselves receive are intended to be model lessons. Geography and arithmetic are subjects on which they are themselves instructed, and, I must add, efficiently and successfully instructed, and the lessons which they receive are a training for the instructing of those who may be afterwards their scholars. This is a reason assigned for not employing much of their time in witnessing the teaching of the masters in the practising school. The lessons which they give are not only directed and criticised by the principal and the lecturer on method, but the defects of their instruction are supplied by the actual teaching of these superiors, and the lessons given them are intended not merely to inform their own minds, but to make them familiar with the most successful methods of informing the minds of others. There appears to be considerable justice in these views. At the same time I would respectfully suggest to the proper authorities whether something more might not be done to make the



students practical teachers of writing. I by no means intend, however, to disparage the system of oral lessons. On the contrary, the variety of subjects which are brought under the consideration of the students, the notes which they are required to prepare, the criticism first of the notes and then of the lessons founded upon them, as well as the actual imparting of the lessons, are all calculated to improve the minds and to cultivate the teaching powers of those who are in training, and to qualify them, in addition to the *essential* branches of reading, writing, and arithmetic, to communicate that intellectual instruction which it has been the object of educationists for the last 40 years at least to promote.

Results

The efficiency of the college, as tested by the results of the examinations in December, will be very apparent from the following tabular abstract indicating the number of students of both sexes ranked in each class, and the number who have in various ways been excluded from classification :—

Students.	1st Class.	2nd Class.	3rd Class.	Schedule.	Failed.	Retired in ill health.
Male Students, Senior -	11	21	12	—	1	1
„ „ Junior -	7	31	13	1	1	1
Female Students, Senior	8	15	5	—	—	—
„ „ Junior	19	22	12	3	1	—
Total - -	45	89	42	4	3	2

Along with this statement it may be noticed that 44 of the students received prizes for drawing, and 90 passed successfully on one or more of the subjects required for a certificate of competency.

I alluded in the beginning of this report to the mortality which had occurred among the students. In fact, five of them died in the course of the year. On this subject as well as on the general health of the students, I beg to transmit the statement with which I have been furnished by the principal :—

“ One female student died of consumption, although her medical attendant pronounced her quite free from that disease when she entered the school. another was disabled by an affection of the ankle from continuing her studies. Three of the young men died during the season ; one burst a blood vessel, another was cut off by disease of the brain, and the third died of typhus. No death had taken place among the students since 1855. The general health, especially among the female students, was good. Excepting brief absences from school owing to slight ailments, the reasons for absence were

usually the death of relations or other family circumstances. In only three or four cases among upwards of 180 students am I justified in saying that laziness had anything to do with absence from the classes."

In accordance with the statement I understand that the average health of the students, as tested by the regularity of attendance, has been even better than usual, and that the cases of mortality which have occurred cannot be ascribed any cause connected with the salubrity of the school.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable

The Lords of the Committee of Council on Education.

## APPENDIX A.

### MALE DEPARTMENT.

#### Officers.

No.	Names.	Place of Education and Degrees.	Duties.	Annual Salary.	Whether Board allowed in addition to the Salary.	Whether a House or Rooms allowed in addition to the Salary.	Whether the Officer resides within the walls of the Institution.
1	James Sime -	Edinb. Univ. M.A.	Rector - - -	£ 500	No.	No.	No.
2	Peter Steele -	" M.A.	Lecturer on English literature, and classics.	220			
3	Gilbert Graham -	" C.T.	Lecturer on history and geography.	240			
4	David Sime -	" -	Lecturer on mathematics, &c.	240			
5	Thomas G. Dick -	Edinb. Univ. and F. C. Training College. C.T.	Lecturer on method.	240			
6	John R. McLaren	Edinb. Univ., and F. C. Training College. C.T.	Secretary - -	100			
7	Walter Strang -	- - -	Teacher of music, (occasionally employed).	135			
8	Charles Hodder -	- - -	Teacher of drawing (occasionally employed).	48			
9	Sergeant Donnelly	- - -	Drill master -	20			
10	James Easton -	- - -	Janitor - - -	50	No	Yes.	Yes.

TIME-TABLE.

Second-year Students.						First-year Students.					
Hour.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Hour.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 10	Bible. (Rector.)	Parsing. (Mr. Dick.)	Bible. (Rector.)	Drawing. (Miss Ashworth.)	Bible. (Rector.)	9 to 10	Bible. (Mr. Dick.)	Drawing. (Miss Ashworth.)	Bible. (Mr. Dick.)	Arithmetic. (Mr. Dick.)	Bible. (Rector.)
10 to 11	Sewing. (Miss Cowper.)	School Management. (Mr. Dick.)	Sewing. (Miss Cowper.)	Drawing. (Miss Ashworth.)	Sewing. (Miss Cowper.)	10 to 11	Sewing. (Miss Cowper.)	Drawing. (Miss Ashworth.)	Sewing. (Miss Cowper.)	Sewing. (Miss Cowper.)	Sewing. (Miss Cowper.)
11 to 12	Grammar. (Mr. Steele.)	Music. (Mr. Strang.)	Grammar. (Mr. Steele.)	Music. (Mr. Strang.)	Grammar. (Mr. Steele.)	11 to 12	Arithmetic. (Misses Burns and Cowper.)	Grammar. (Mr. Steele.)	Arithmetic. (Misses Burns and Cowper.)	Grammar. (Mr. Steele.)	Grammar. (Mr. Steele.)
12 to 1	Sewing. (Miss Cowper.)	Catechism. (Rector.)	School Songs and Domestic Economy, alternately. (Miss Miller and Miss Burns.)	Astronomy. (Rector.)	Teaching. (Mr. Dick.)	12 to 1	Parsing. (Governesses.)	Catechism. (Rector.)	School Songs and Domestic Economy, alternately. (Governesses.)	Sewing (Miss Cowper) or Gymnastics.	Teaching. (Mr. Dick.)
1 to 2	Geography. (Mr. Dick.)	History. (Mr. Graham.)	Geography. (Mr. Dick.)	History. (Mr. Graham.)	Geography. (Mr. Dick.)	1 to 2	History. (Mr. Graham.)	Geography. (Mr. Dick.)	History. (Mr. Graham.)	Geography. (Mr. Dick.)	History. (Mr. Graham.)
2 to 3	Arithmetic. (Mr. Dick.)	Arithmetic. (Mr. Dick.)	Teaching. (Rector.)	Arithmetic. (Mr. Dick.)	Teaching. (Mr. Dick.)	2 to 3	Arithmetic. (Governesses.)	Music. (Mr. Strang.)	School Management. (Mr. Dick.)	Music. (Mr. Strang.)	Teaching. (Mr. Dick.)



*Text Books.*

**Senior Class.**

Wood's Algebra.  
Galbraith's and Haughton's Trigonometry.  
Baker's Land Surveying.  
Chambers's Mathematical Tables.  
Lund's Mensuration.  
Wrigley and Johnston's Examples.  
Hume's History, unabridged.  
Morrison's School Management.  
Sime's Bible Manual.  
Bible.  
Morell's Grammar and Exercises.  
Milton's Paradise Lost.  
Bacon's Advancement of Learning.  
Spalding's English Literature.  
Shakspeare's Plays.  
Schmitz's Greek Grammar.  
Arnold's First Greek Book.  
Cæsar's Gallic War.  
Virgil's Æneid.  
Grammatical Exercises.

**Junior Class.**

Wood's Algebra.  
Lund's Mensuration.  
Potts' Euclid.  
Cornwell and Fitch's Arithmetic.  
Wrigley and Johnston's Examples.  
Milner's History of England.  
Tytler's History of Scotland.  
Morrison's School Management.  
Sime's Bible Manual.  
Bible.  
Morell's Grammar and Exercises.  
Hume's Appendices.  
Schmitz's Latin Grammar.  
Chambers's Latin Exercises.  
Cæsar's Gallic War.  
Grammatical Exercises.

The only occasion on which the senior and junior classes were taught together was on the Fridays from 11 to 12.

Total number of days on which the work of the time-table was suspended by continuous vacations, or other holidays during the year ending on 31st December last, 70 (including Sundays and Saturdays of the summer vacation), between 1st February and 9th December.

**NUMBER of STUDENTS in Residence.**

	Who have resided—		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
1. Queen's Scholars—			
Who have been pupil-teachers -	46	41	87
Who have not been pupil-teachers -	5	5	10
2. Other Students—			
Who have been pupil-teachers -	1	—	1
Who have not been pupil-teachers -	4	—	4
Total -	56	46	102

## FEMALE DEPARTMENT.

## Officers.

No.	Names.	Place of Education and Degrees.	Duties.	Annual Salary.	Whether Board allowed in addition to the Salary.	Whether a House or Rooms allowed in addition to the Salary.	Whether the Officer resides within the walls of the Institution.
1	James Sime -	Edinb. Univ. M.A.	Rector - - -	£ 500	} No.	} No.	} No.
2	Peter Steele, (L.)	" M.A.	Lecturer on grammar.	320*			
3	Gilbert Graham,	" C.T.	Lecturer on history.	100†			
4	Thomas G. Dick -	Edinb. Univ. and F. C. Trg. College, Edinb. C.T.	Lecturer on method.	270* 30† 265* 25†			
5	Walter Strang -	- - -	Teacher of music	135	} Yes.	} Yes.	} No.
6	Miss Stevenson -	- - -	Lady superintendent.	100			
7	" Ashworth -	- - -	Teacher of drawing.	60			
8	" Burns -	- - -	Governess - -	40* 10†	Yes.	Yes.	No.
9	John R. McLaren	Edinb. Univ., and Edinb. F.C. Trg. Sch. C.T.	Secretary - -	100	No.	No.	No.
10	James Easton -	- - -	Janitor - - -	50	No.	Yes.	Yes.

\* Total salary from all sources.

† Part derivable from Government.

## Text Books.

## Senior Class.

1. Bible and Catechism ; Sime's Bible Manual.
2. Morell's Analysis ; Morell's Grammar ; Milton's Paradise Lost.
3. Morrison's School Management.
4. Colenso's Arithmetic, Book-keeping (Irish).
5. Hume's Reigns of Henry VII., Henry VIII., and Elizabeth ; Birchall's England under the Tudors ; Cornwell's Geography.
6. The Orpheon (for practice).

## Junior Class.

1. Bible and Catechism ; Sime's Bible Manual.
2. Morell's Analysis ; Morell's Grammar ; Cowper's Task, Book I.
3. Morrison's School Management.
4. Colenso's Arithmetic.
5. Milner's History of England ; Tytler's History of Scotland ; Hume's Reign of Elizabeth ; Cornwell's Geography.
6. The Orpheon (for practice.)

The occasions on which the students of both years were formed into one class were,—1, for sewing, on Monday, Wednesday, and Friday ; 2, for grammar, on Friday ; 3, for catechism, on Tuesday ; 4, for school songs and exercises, on Wednesday ; and 5, for teaching, on Friday.

Total number of days, and half-days on which the work of the Time Table was suspended by continuous vacations, or other holidays during the year ending on 31st December last, 70, from 1st February to 13th December (including the Sundays and Saturdays of the summer vacation).

## NUMBER of STUDENTS in Residence.

	Who have resided—		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
1. Queen's Scholars—			
Who have been pupil-teachers -	26	9	35
Who have not been pupil-teachers -	9	15	24
2. Other Students—			
Who have been pupil-teachers -	1	1	2
Who have not been pupil-teachers -	24	4	25
Total -	57	29	86

## APPENDIX B.

## RESULTS of Year ending 31 December 1861.

## Male Department.

	Number.	Average Salary offered to them on leaving the College.*
No. of Students proceeding from College after 31st December last, after one year -	7	—
Do. do. do. 2 years and upwards -	46	—
No. of Students withdrawn <i>within</i> the year end- ing as above -	7†	—
Dead -	3	—
No. of Students (excluding those now in resi- dence) received into training since 1848-9 -	406‡	—
No. of Students now known to be acting as teachers of elementary schools in Great Britain -	At least 197‡	—

\* No note kept.

† Three withdrew without permission; the other four were unable to support them-  
selves at College.

‡ Principally since 1855.



## Female Department.

	Number.	Average Salary offered to them on leaving the College.*
No. of Students proceeding from College after 31st December last, after 1 year -	16	—
Do. do. do. 2 years and upwards -	29	—
No. of Students withdrawn <i>within</i> the year ending as above :—		
For illness - - - -	1	—
„ other causes - - - -	1†	—
Dead - - - -	1	—
No. of Students (excluding those now in residence) received into training since 1848 (date of establishment) - - - -	332	—
No. of Students now known to be acting as teachers of elementary schools in Great Britain - - - -	114‡	—

\* Unknown.

† Owing to the death of a married sister, by which the charge of several young children devolved on the Queen's scholar.

‡ Since May 1855.

## APPENDIX C.

## INCOME and EXPENDITURE for the Year ending 31 December 1861.

INCOME.		EXPENDITURE.	
	£ s. d.		£ s. d.
Fees of Students paid by themselves or their relatives - -	52 10 0	Tuition - - - -	1,894 10 0
Government exhibitions for 160 Queen's scholars (average 160), including personal payments 3,780 10 0	3,780 10 0	Cost of supporting Model or Practising School - -	916 9 8
Government grants in respect of 167 students examined at Christmas 1860 - - - -	2,510 0 0	Board and lodging of students† 3,780 10 0	3,780 10 0
By exhibitions founded by private patrons - - - -	72 10 0	Servants' wages - - - -	50 0 0
By fees of the Model or Practising School - - - -	825 15 3	Fuel and lights - - - -	20 0 0
By income arising from other sources* - - - -	388 17 0	Other housekeeping expenses -	130 5 4
		Books, apparatus, printing, stationery, postages, and other office charges - - - -	63 10 0
		Rents, rates, taxes, and insurance	123 8 7
		Other current expenses not included in the above - -	651 8 8
	<u>£7,630 2 3</u>		<u>£7,630 2 3</u>

Average cost per head, calculated on 192 Students§ - - - £35 8 9½

\* Viz., the Education Committee of the Free Church of Scotland.

† The sum received for Queen's scholars and paid to them. (See Note II, Table 3, p. 251.)

§ After deducting from the total expenditure the amount received by fees of the Model School.

REPORT, for the Year 1861, by Her Majesty's Inspector,  
CHARLES E. WILSON, Esq., M.A., on the FREE CHURCH  
TRAINING COLLEGE, GLASGOW.

MY LORDS,

February 1862.

THE large addition to the accommodation provided for the college department, to which I called attention in my report for last year, is now completed. It contains several spacious lecture-rooms, which have been fitted up in such a way as to secure the comfort and convenience of the lecturers and students. The arrangements for heating and ventilation are excellent, and though the rooms front the street, the noise of a crowded thoroughfare is very much deadened by means of double window frames. Considerable improvements have also been made in other departments of the institution, which now only requires a large hall to make it one of the most complete and well-appointed training colleges in Scotland. The library has also received several valuable additions in the course of the year (200 volumes), and now contains 1,200 volumes on history, geography, science, and general literature. It has been selected with great care, and is, I have reason to believe, much used by the students. These various additions and improvements have been made at the expense of 2,000*l*.

The number of students during the past session was as follows:—

MALES.						
First year	-	-	-	-	-	51
Second year	-	-	-	-	-	39
						<u>90</u>
FEMALES.						
First year	-	-	-	-	-	40
Second year	-	-	-	-	-	21
						<u>61</u>

giving a total of 151 students, divided into three classes, viz. :—

1. QUEEN'S SCHOLARS.

					First Class.	Second Class.
Male	-	-	-	-	28	51
Female	-	-	-	-	21	9
					<u>49</u>	<u>60</u>

2. FREE CHURCH SCHOLARS.

Male (first and second year)	-	-	-	3 of 20 <i>l</i> .
"	"	-	-	4 of 15 <i>l</i> .
"	"	-	-	5 of 10 <i>l</i> .

## 3. ORDINARY OF SELF-SUPPORTING STUDENTS.

Male	-	-	-	-	-	2
Female	-	-	-	-	-	28
						<hr/> 30

The arrangements made for the Christmas examination were more satisfactory than on former occasions. The male candidates, under my own superintendence, met in the large class-room of the senior department of the practising schools, which has recently been fitted up in a very commodious manner, while the female candidates were admirably accommodated in one of the new lecture-rooms under the superintendence of my colleague, Mr. Kerr. This arrangement is very convenient, as it allows the inspectors to communicate freely with each other during the course of the examination.

The following are the officers of the institution :—

Secretary, David Stow, Esq.

Principal, Thomas Morrison, Esq., M.A.

## COLLEGE DEPARTMENT.

Lecturer on Mathematics	-	-	-	-	The Rev. John Kerr, M.A.
Lecturer on History and Geography	-	-	-	-	A. H. Dick, M.A.
Lecturer on English Literature and Teacher of Classics	-	-	-	-	Alexander Richardson, M.A.
Master of Method	-	-	-	-	Edmund Boyd.
Teacher of Music	-	-	-	-	John McLelland.
Teacher of Drawing	-	-	-	-	R. Banner.
Teacher of French	-	-	-	-	A. L. Finlay.
Tutor	-	-	-	-	John Shaw.
Medical Officer	-	-	-	-	James Adams, M.D.
Lady Superintendent	-	-	-	-	Miss Sinclair.
Music Governess	-	-	-	-	Miss Hood.
Needlework Governess	-	-	-	-	Miss Dow.

## PRACTISING SCHOOLS.

Initiatory Department	-	-	-	-	David Caughie, Miss Caughie.
Juvenile Department	-	-	-	-	David B. Hutcheon, Isaac Waddington.
Senior Department	-	-	-	-	David Donaldson. James White.
Model Department	-	-	-	-	James McBirnie.
Industrial Department	-	-	-	-	Miss Harper.
Drawing Master	-	-	-	-	T. Kirkwood.
Janitor	-	-	-	-	John Riddell.

In this staff there have been six changes in the course of the year. In the college department Mr. Banner has taken the place of Mr. Lyne as teacher of drawing, Mr. Finlay that



of Mr. Bayvel as teacher of French, while Mr. Shaw acts as tutor in the room of Mr. Miller, appointed head master of the Free Church School, Fullarton, and Miss Dow superintends the needlework in the room of Miss Abbot. In the practising schools the changes have been less material, being merely the substitution of Mr. Waddington for Mr. McCosh, and of Mr. White for Mr. Shaw, as assistants in the juvenile and senior departments.

In accordance with the recommendation of your Lordships the authorities, in March 1861, made arrangements to give instruction in sewing to all girls in the practising schools above the age of seven, and appointed Miss Harper to superintend the new industrial department.

It is again my pleasing duty to bear testimony to the great efficiency of all these officers, to whose ability, untiring zeal, and faithfulness the present high character of the institution may be fairly ascribed.

# TIME-TABLE.

The distribution of time among the various subjects of study may be seen from the following analysis of the time-tables in use in the college department.

## ANALYSIS of TIME-TABLES showing the Distribution of the Hours of Study for One Week.

SUBJECTS.	Male Students.		Female Students.	
	1st Year.	2nd Year.	1st Year.	2nd Year.
	Hours.	Hours.	Hours.	Hours.
Holy Scriptures, Catechism (and Church History for 2nd year)	4	4	4	4
School Management - -	3	6	3	5
Arithmetic - - -	4	2	4	3
Mathematics - - -	—	5	—	—
Euclid - - -	2	—	—	—
Algebra - - -	3	—	—	—
Grammar - - -	3	3	4	3
Geography - - -	3	3	3	3
History - - -	2	2	2	2
Drawing - - -	2	2	2	2
Reading - - -	1	1	2	2
Penmanship - - -	1	1	1	1
English Literature - -	—	5	—	—
Latin - - -	3	4	—	—
Vocal Music - - -	2	2	2	2
Sewing and cutting out -	—	—	3	3
Domestic Economy - -	—	—	2	2
Totals - -	33	40	32	32

It thus appears that the arrangements of the course and the distribution of time are much the same as those given in my report for last year, and require no special remark.

### PROFESSIONAL TRAINING.

Three things are necessary in the teacher of an elementary school—

1. An intelligent appreciation of the difference between *teaching* and *training*.

2. A thorough knowledge of the subjects of instruction, and of the best methods of analyzing and bringing them within the reach of the mental capacities of children.

3. Practical skill in organizing and conducting the work of a school.

From what came under my notice during my recent visit to the College, I feel warranted in stating that these objects, so far as they come within his province, are kept steadily in view by the master of method. His course is eminently practical and suggestive, and combined with the stated attendance in the practising schools, the public criticism, and the occasional but valuable remarks of the Principal, has been productive of the best results. A suggestion, which I made in a former report, has been acted on, and the students now spend a certain time in the Model Department. The attendance is at present 161, arranged and organized as a common elementary school under a master and a staff of pupil-teachers, with a mistress of the industrial department. All the branches of an ordinary school course are taught, and the student has thus a practical illustration of the remarks of the master of method on organization, discipline, and the modes of instruction best adapted for the class of children with which he will have to deal in his future work.

The important subject of registration has also received due attention, and, so far as I had opportunity of judging, with a good result. The great variety of registers used in our schools, and the irregular manner in which they are too often kept, render the ordinary school statistics, comparatively speaking, of but little value. This is to be regretted, as a significance is not unfrequently given to averages thus obtained, which a more accurate system of registration would have considerably modified.

## INSTRUCTION.

The course of study pursued in the college during the past session, being regulated to meet the requirements of the syllabus annually issued by the Committee of Council on Education, is much the same as that recorded with considerable minuteness in my report for last year. It may therefore suffice to refer briefly to such subjects as seem to require special remark.

The results at my recent visit to the college were, generally speaking, satisfactory. Great attention has evidently been paid to distinct articulation, without which there cannot possibly be good reading. The general average has been considerably raised, and not a few of the students, more especially on the female side, read with a just appreciation of the scope and meaning of the passage, and that correct intonation and emphasis, which I have often remarked in the reading of this college. Reading.

## MUSIC.

In accordance with your Lordships' instructions, I took means to ascertain how far that part of each student's practical power to teach singing, which cannot be tested by the written examination, is provided for. The instruction is given on the Tonic sol-fa system, which has proved eminently successful in enlisting the sympathies of the students, and securing their hearty co-operation in the work of the class. I spent several hours in the different classes, and heard them sing, at sight and in parts, pieces of sacred music selected by myself, and of which they had no previous knowledge. They also wrote from memory simple passages of music sung to them slowly three times over, regarding not only the pitch of the notes, but also their duration. These exercises, so far as my knowledge of music enabled me to judge, were done in a satisfactory manner. In reference to the certificate which each student, who takes the paper on music, must present, signed by the Principal, that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing," I beg to direct your Lordships' attention to the documents in Appendix B. Music.

## RESULTS.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.



The following summaries furnish the necessary information under both heads :—

## I.

Candidates.	Examined Christmas 1861.	Per-centage successful.		
		1st Class.	2nd Class.	3rd Class.
Male Students, 1st Year -	49	6·1	36·7	38·7
„ 2nd Year -	38	7·9	42·1	34·2
Female Students, 1st Year -	39	23	28·2	35·9
„ 2nd Year -	21	23·8	71·4	4·7

## II.

The number of male students who finished their training at Christmas 1860 was 46. These have been disposed of as follows :—

Appointed to schools in Scotland	-	-	26
„ „ England	-	-	11
Attending the University	-	-	6
Dead	-	-	1
Occupation unknown	-	-	2
			<u>46</u>

The number of female students who finished their training at Christmas 1860 was 39. These have been disposed of as follows :—

Appointed to schools in Scotland	-	-	17
„ „ England	-	-	13
„ „ India	-	-	2
Married	-	-	1
Engaged in private teaching, &c.	-	-	6
			<u>39</u>

It may also be interesting to present in tabular form the results of the recent examination for Queen's scholarships, contrasting the two classes of candidates.

Candidates.	Examined.	Per-centage successful.
Males, Pupil-Teachers	32	90·6
„ not Pupil-Teachers	27	62·9
Females, Pupil-Teachers	16	87·5
„ not Pupil-Teachers	32	65·6

It thus appears that the pupil-teachers, though considerably younger as a class, have a decided superiority over the other candidates, which, generally speaking, they continue to maintain throughout their course of training.

### HEALTH OF THE STUDENTS.

On this important subject I have again to report favourably. During the past year there have been only two cases of serious illness, while the general health of the students has been most satisfactory. In the returns, which the medical officer made in connexion with the Christmas examination, he states that, with one exception, all the students are strong and in good health.

In conclusion, I may be permitted to repeat the expression of my satisfaction with the discipline and order, the various arrangements, and the working of the institution in all its departments.

I have the honor to be, &c.

CHARLES E. WILSON.

To the Right Honorable

The Lords of the Committee of Council on Education.

### APPENDIX A.

#### FINANCIAL STATEMENT for the Year ending 31 December 1861.

INCOME.				EXPENDITURE.			
	£	s.	d.		£	s.	d.
Fees of Students - - -	76	2	6	Tuition - - - -	1,384	2	10
Government Exhibitions* for Queen's Scholars - -	2,580	10	0	Cost of Model or Practising Schools - - -	1,186	15	4
Government Grants for Students (examined at Christmas 1860) - - - -	1,952	0	0	Board of Students - -	2,770	10	0
Three Exhibitions founded by private Patrons - - -	42	10	0	Wages of Servants - -	46	0	0
Fees of the Model or Practising Schools - - - -	928	16	4	Fuel and Lights - - -	27	17	0 $\frac{2}{3}$
Grant from the Education Committee of the Free Church of Scotland - - - -	958	4	3	Other House Expenses - -	56	16	2
Total Income - - - -	6,536	3	1	Medical Attendance - -	22	10	0
				Books, Apparatus, Printing, Stationery, &c. - - -	242	19	6 $\frac{1}{2}$
				Rents, Rates, Taxes, and Insurance - - - -	79	5	7 $\frac{1}{2}$
				Other current Expenses not included in the above - -	157	17	4 $\frac{2}{3}$
				Total current Expenditure	5,974	13	11
				Expenditure for additional Buildings - - - -	561	9	2
				Total Extraordinary Expenditure	561	9	2

The average cost per head (calculated on 151 students) was 31*l.* 14*s.* 1 $\frac{1}{2}$ *d.*

\* Including personal allowances.

## APPENDIX B.

## TESTS of MUSICAL ABILITY applied to the STUDENTS of the FREE CHURCH TRAINING COLLEGE, GLASGOW.

Students who cannot fulfil the requirements of one of the following, are debarred from taking the Government examination paper.

## TEST 1.

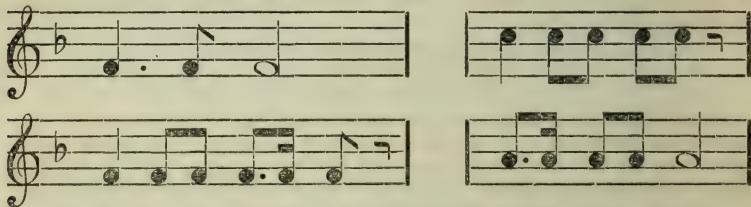
(a). Sing the intervals of the scale in any key, in any order, and modulating into the dominant and sub-dominant.

(b). Sol-fa at first sight any ordinary syllabic psalm tune, *not seen before*.

## TEST 2.

(a). Bring on separate slips of paper the names of six tunes, with which you are familiar, and sol-fa from memory any one of these tunes chosen by lot.

(b). Sing correctly the following time exercise, each measure being written on a separate card, and placed in the order which shall be decided by lot, and taken promptly as one exercise.



*Two attempts allowed.*

(c). Sing the intervals of the scale in any key, in any order, and including modulation into the dominant and sub-dominant.

(d). Pitch, by help of a tuning-fork, sol-fa not more than three times, and afterwards sing to words, your part in any ordinary syllabic psalm tune, in any key, *and not seen before*.

## TEST 3.

(a). Bring on separate slips of paper the names of eighteen tunes, with which you are familiar, and sol-fa from memory any one of these tunes chosen by lot.

(b). Sing correctly the following time exercise, each measure being written on a separate card, and placed in the order which shall be decided by lot, and taken promptly as one exercise.





(c). Sol-fa at first sight, and afterwards sing to words, any ordinary syllabic psalm tune, in any key, and *not seen before*.

(d). Sol-fa at first sight any tunes, or parts of tunes, *not seen before*, containing transition into keys of the first or second remove from the principal key; also phrases in the minor mode, in which the sixth and seventh notes of the scale occur sharpened.

(e). Write down the notes, from hearing them sung to the syllable *la*, of any ordinary psalm tune, *not heard before*. (*To be sung phrase by phrase twice over.*)

Glasgow, November 1861.

Free Church Training College, Glasgow,  
January 1862.

DEAR SIR,

IN accordance with your request I have the honor to forward the following statement explanatory of the accompanying musical test.

Referring to the recent minute of the Privy Council Committee on musical examinations, the rector, music master, and one of the directors of this College have taken into consideration what tests of practical efficiency should be put to the students so as to carry out the design of the Minute in the most thorough manner. The following tests were adopted, which it will be observed are in a threefold form, and may be shortly characterized as implying—

- 1st, spelling a tune,
- 2nd, reading a tune,
- 3rd, writing a tune;

or more fully, *the first* implies a competent knowledge of the diatonic major and minor scales, with the practical power of *solfa-ing* a plain psalm tune, not known before; this being considered the very least amount of musical ability which a teacher must possess to instruct children in the knowledge of the scale, and to sing simple tunes from notation at sight; *the second* involves the ability of reading at sight music more difficult as regards interval and time, and of *solfa-ing* from memory tunes already known; *the third* implies a thorough practical acquaintance with all varieties of music ordinarily used in schools and churches, including glees, anthems, &c., in which modulation and broken time occur, also the power of *writing* down in correct musical notation in any key an ordinary psalm tune from hearing it sung or played.

Of the 102 students, who have come forward for examination at this time, 31 have taken the third or highest test, 45 have passed the second, and 26 the first, this last being taken by students of the first year, who are expected to take the higher form next examination.

I have the honor to be, &c.

(Signed) THOMAS MORRISON.

Charles E. Wilson, Esq.,  
H. M. Inspector of Schools.

REPORT, *for the Year 1861, by Her Majesty's Inspector, the*  
 Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH  
 TRAINING COLLEGE, *Minto House, Edinburgh.*

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MY LORDS,

25 June 1861.

THIS institution was examined by me on Tuesday, the 25th of June 1861, and the two following days. It has accommodation for 26 students. On the days of examination 16 were present.

The officers of the college, who are resident and wholly employed, are only two:—Rev. F. Rowbottom, M.A., Principal, Mr. James Moss, Vice-Principal.

Of the resident students nine were in the second year. These taught classes, read and recited before me, and were severally marked for the exercise. The reading and reciting were not very satisfactory exhibitions of the powers of the students, seven out of the nine being marked “moderate;” two only reaching “fair.” The reading of the six first year’s students was as much of the same description, only one out of the six being marked “fair,” the remaining five being “moderate.” This result, together with the fact that upon two officers alone falls the whole burden of the college instruction in all the subjects shows that no great proficiency is to be expected; and it is my intention, at the first opportunity, to urge upon the committee of management that additional teaching power is required. I am convinced that if the young men are to be thoroughly trained, the authorities of the college ought to make their executive more efficient; under present circumstances either the masters must be overtasked, or important opportunities of forming the students’ minds and directing their studies are lost.

#### TEACHING.

The subjects of the lessons given before me were chosen by the students themselves, and are recorded in the returns which have just been furnished to the Council Office. The subjects selected were various. Many of the lessons were strikingly good, others were deserving of high commendation; there was not one failure; the general result\* of the exercises being creditable to the institution and to the students themselves.

The principal catechised a class on the liturgy.

The vice-principal gave a lesson on combinations and permutation of numbers very clearly and well. His lesson also

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\* See Table No. 5, p. 263.

on musical theory was very good. The practical musical performance also, under Mr. Moss' leadership, was very satisfactory.

The health of the students has been reported to me as having been good ; their general appearance and conduct during the examination was very pleasing and creditable.

The condition of the buildings at Minto House is satisfactory, and the domestic arrangements continue to be comfortable and suitable.

#### PRACTISING SCHOOL.

The practising school, under a new master, is as successful as I could have expected, from the fact that Mr. Gallasher has only been a few weeks employed as teacher. He possesses all the elements of a good master ; his manner is pleasing and secures the attention of his class.

The condition of the practising school buildings is improved, and the apparatus and mechanical appliances are on the whole suited to the requirements of the institution. I have suggested a change in the lighting and ventilation of the school-room.

Subjoined is the normal master's report of the condition, &c. of the practising school.

The accounts of the institution are kept by the secretary, D. Home, Esq., 85, Princes Street, Edinburgh, who acts as correspondent.

The number of students who presented themselves for certificates of merit was 15 ; of eight of the second year all were successful ; of six of the first year's students four were successful, one was scheduled, and one failed.

I have the honor to be, &c.

T. WILKINSON.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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#### APPENDIX A.

The Practising School, St. Andrew's Hall,  
Edinburgh, June 1861.

The students attending this school for practice and improvement in the art of teaching and school management consist of two divisions, viz., the students of the first and those of the second year. The following is the plan adopted for regulating the attendance of each student in the practising school during the year.

Each student of the first year attends school for a week at a time, in the morning.



The afternoons are similarly allotted amongst the students of the second year.

The criticism lessons are fixed for the last hour of the Friday morning school. They take place in presence of the principal and vice-principal of the training college, of all the students of both years, and the master of the practising school. Prepared lessons are given by the students of the second year, in rotation, on subjects chosen by the master. Unprepared lessons are also heard from students of the first year, selected indiscriminately. These are followed by the criticisms.

The general efficiency of the students as teachers is most marked in those of the second year, a result doubtless of their longer experience in the practising school, and of the healthy emulation promoted by the frequent recurrence of the criticism lessons.

The great majority of the students of both years evince much earnestness in their desire of imparting instruction, and moderation in the management of the children committed to them. Their general behaviour in school is very satisfactory.

(Signed) W. GALLACHER,

## APPENDIX B.

### OFFICERS.

No.	Names.	Place of Education.	Duties.	Annual Salary.	Whether Board allowed in addition to the Salary.	Whether a House or Rooms allowed in addition to the Salary.	Whether the Officer resides within the walls of the Institution.
1	F. Rowbottom -	Battersea Training College.	Principal - - -	£ 100	No.	Yes.	Yes.
2	James Moss -	Battersea Training College.	Vice-Principal, constantly employed.	60	Yes.	Yes.	Yes.
3	W. R. Gallacher	Edinburgh Episcopal Training College.	Normal master -	60	No.	Yes.	Yes.
4	W. A. Morley -	Certificated -	Drawing master -	20	N	No.	No.

### TEXT BOOKS.

Colenso's Arithmetic.

„ Algebra.

„ Trigonometry.

Potts's Euclid.

B. Smith's Arithmetic.

Clyde's Geography.

Collins's History (England).

Hardwick's Reformation.

Proctor's Book of Common Prayer.

Symons' School Economy.

Monk's English Grammar.

Malone's Shakespeare.

Hume's History.

Lingard's History.

Knight's Shakespeare.

TIME-TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6.45 to 7.45	1. Gospel. 2. Arithmetic.	1. Arithmetic. 2. Corinthians.	1. Gospel. 2. Arithmetic.	1. Arithmetic. 2. Corinthians.	1. Gospel. 2. Arithmetic.	1. Arithmetic. 2. Corinthians.
7.45 to 8.30	Breakfast.	Breakfast.	Breakfast.	Breakfast.	Breakfast.	Breakfast.
8.30 to 9	Prayers.	Prayers.	Prayers.	Prayers.	Prayers.	Prayers.
10	1. Grammar. 2. Geography.	1. Geography. 2. Shakespear.	1. Scripture. 2. Algebra.	1. Algebra. 2. Acts of Apostles.	1. History. 2. Trigonometry.	} Examination.
10 to 11	1. Music. 2. Method.	1. Method. 2. Music.	1. Euclid. 2. Liturgy.	1. Reformation. 2. Euclid.	1. Map. 2. History.	
11 to 12	1. Blackstone. 2. Geography.	1. Geography. 2. Shakespear.	1. History. 2. Algebra.	1. Music. 2. Acts.	1. Method. 2. Trigonometry; Euclid.	
12 to 1	1. Euclid. 2. Shakespear.	1. Reformation. 2. Algebra.	1. Maps. 2. Acts.	1. Blackstone. 2. Method.	1. 2. Practising School.	
1 to 1.30	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.	
1.30 to 2.30	Drawing.	Recreation.	Drawing.	Recreation.	Drawing.	} Examination.
2.30 to 4.30	Recreation.	Recreation.	Recreation.	Recreation.	Recreation.	
4.30 to 5.30	1. Grammar. 2. Geography.	1. Blackstone. 2. Geography.	1. Grammar. 2. English History.	1. Scripture. 2. Music.	1. Algebra. 2. Liturgy.	

The following subjects taught by the Principal to the Juniors (1) :—Gospel, Grammar, Scripture History, Method, Reformation, and Blackstone. Mr. Moss took for the same students :—Geography, Algebra, Music, Euclid, Map Drawing.

These taught by Principal to the Seniors or Second Class (2)—Shakespear, Acts, Method, History, Liturgy. Mr. Moss took Arithmetic, Geography, Music, and Euclid to the same.

TOTAL NUMBER of DAYS on which the Work of the Time-Table was suspended by continuous Vacations, or other Holidays during the year ending on 31st December last :—

Six weeks at Midsummer	-	-	-	42
Six weeks at Christmas	-	-	-	42
All the Saints' days	-	-	-	15
At Easter and Whitsuntide	-	-	-	6
				<u>105</u>

### ACCOMMODATION and NUMBERS.

1. Number of students which the building is at this time capable of accommodating - - - - - 26
2. Number of furnished dormitories - - - - - 19
3. Number of students at this time in residence, viz. :—

	Who have resided			Total.
	Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	
1. Queen's Scholars—				
Who have been pupil-teachers - -	5	8	—	13
Who have not been pupil-teachers -	—	1	—	
2. Other Students—				
Who have been pupil-teachers - -	3	1	1	5
Who have not been pupil-teachers -	—	—	—	—
Total . . . . .	8	10	1	19

### APPENDIX C.

#### RECEIPTS and EXPENDITURE of Minto House Episcopal Training Institution, for the Year ending 31 December 1861.

INCOME.	£	s.	d.	EXPENDITURE.	£	s.	d.
Amount of annual subscriptions or donations, specially for the use of the Training School -	227	8	4	Tuition - - - - -	155	0	0
Grant from Episcopal Church Society of Scotland -	100	0	0	Cost of supporting Model or Practising Schools - - -	138	6	4
Fees of students, paid by themselves or their relatives -	28	4	0	Board of master, 18 students, and 3 servants - - -	278	5	0
Government exhibitions for 13 Queen's scholars - - -	310	10	0	Washing of 18 students - -	40	13	8
Government grants in respect of students examined at Christmas 1860 - - - -	231	0	0	Wages of 3 servants - - -	40	1	8
By fees of the Model or Practising Schools - - -	12	8	11	Fuel and lights - - - -	38	10	10
By Girls' and Infants' School fees, &c., &c. - - -	71	12	0	Books and apparatus - -	34	8	0
Stipends on account of two ex-pupil-teachers - - -	21	13	4	Stationery, postages, and other office charges - - - -	51	19	4
Total Income - - -	<u>1,002</u>	<u>16</u>	<u>7</u>	Rent, rates, taxes, and insurance	112	8	0
				Replacement of furniture and repairs to buildings - -	59	16	0
				Total Expenditure - - -	<u>949</u>	<u>8</u>	<u>10</u>

Average cost per head of 18 students, 45*l.* 1*s.* 3*d.*

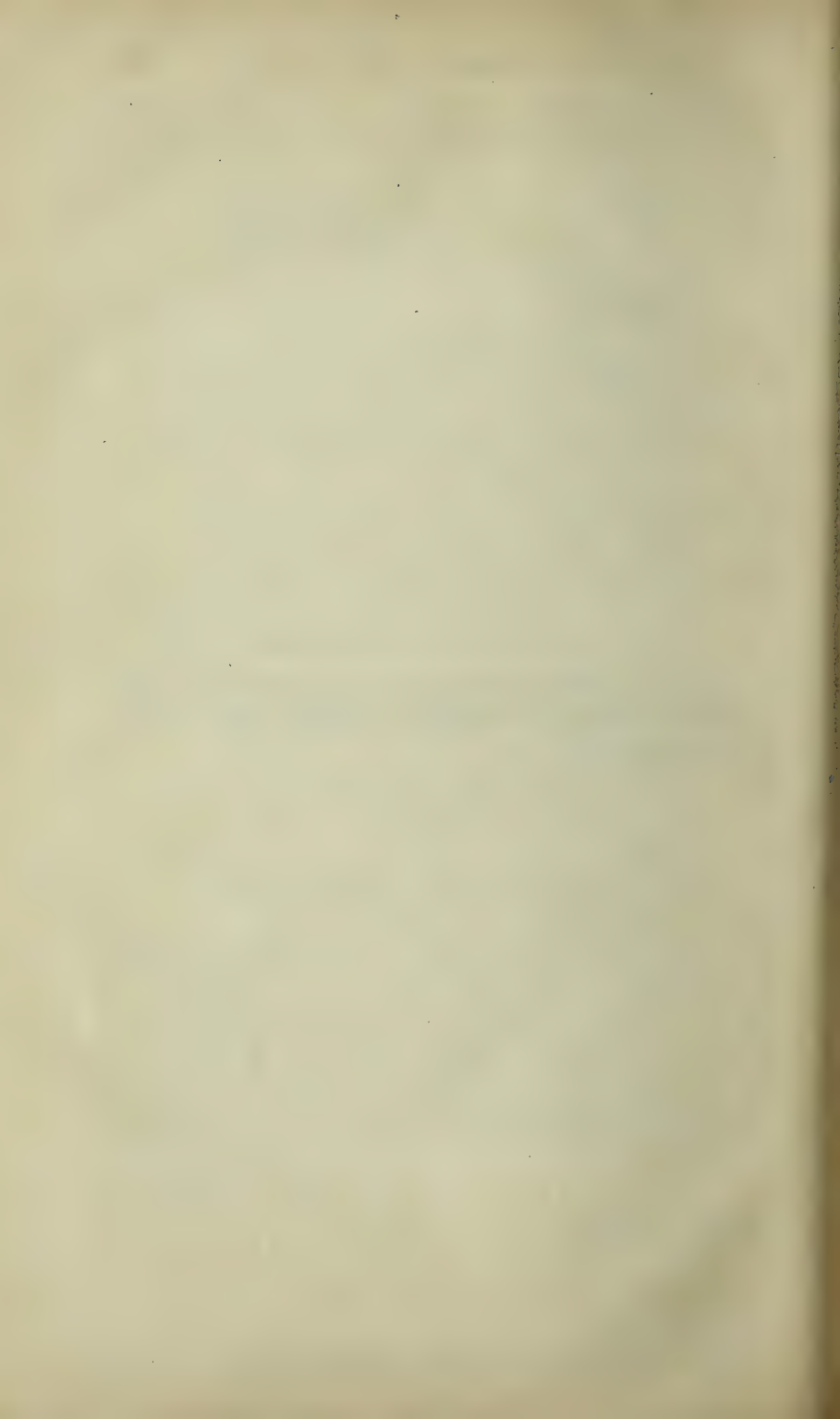


APPENDIX No. 3.

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REPORTS ON GREENWICH HOSPITAL SCHOOL, AND  
OTHER SCHOOLS CONNECTED WITH THE BOARD  
OF ADMIRALTY.

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## ADMIRALTY SCHOOLS.

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REPORT, for the Year ending June 30, 1861, by Her Majesty's Inspector, the Rev. JOSEPH WOOLLEY, LL.D., late Fellow of St. John's College, Cambridge, on the GREENWICH HOSPITAL SCHOOL.

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MY LORDS,

London, January 1862.

AT the time of my last report a fundamental change was contemplated in the constitution of this school, agreeably to the recommendation of the Royal Commission on the Greenwich Hospital. This change was carried into effect on the reassembling of the school after the Christmas vacation. It is based on the principle that a participation in the benefits of the institution by the children of commissioned officers as a distinct class, which alone justified the distinction between the upper and lower schools, is inconsistent with the original object of the foundation, which is to provide an asylum for worn out seamen who have been employed in the Queen's service, and to provide a suitable education for their children. The children of commissioned officers are not to be absolutely excluded from the school, but their admission is to be made on such conditions as practically, in the great majority of cases, involves exclusion. From the very commencement the teaching of navigation and nautical astronomy was contemplated as a special object of the school, which was thus to become a nursery of skilful navigators to be employed in the Royal and mercantile marine service. This object is kept in view in the new constitution, which aims at the admission of only such of the boys into the nautical division as are likely to profit by the instruction, while provision is made for the discharge of the less talented boys at an earlier age than heretofore, an age at which boys of their own rank are usually making their first start in life. This constitution is laid down in an official document, entitled, "Regulations established by the Lords Commissioners of the Admiralty for the admission of Boys to the Royal Hospital School at Greenwich," which I here copy *in extenso* :—

The school consists of 800 boys, the sons of commissioned officers, warrant officers, assistant engineers, petty officers, and seamen, and of non-commissioned officers and privates of marines, who have served, or are now serving, in the Royal Navy; or of men who have served, or are now serving, in the Coast Guard; or sons of officers or seamen registered in any way to serve Her Majesty; and also sons of seafaring persons.



The Lords Commissioners of the Admiralty direct that the system of admission to this school by patronage, and any exclusive right of admission on the part of commissioned officers shall cease for the future after the 31st of December 1860, with the exception of the rights hitherto enjoyed by Lloyd's Patriotic Fund Committee.

The claims for admission to the school to be judged of by a committee of selection appointed by their Lordships in accordance with the under-mentioned scale.

#### 1st CLASS.

- (1.) Orphans, both parents dead.
- (2.) Fathers killed, drowned, or deceased in Her Majesty's service, or while employed by Her Majesty on board a merchant ship, or in action with an enemy, pirate, or rebel.
- (3.) Those whose fathers have been wounded or maimed in Her Majesty's service.

#### 2nd CLASS.

Sons of warrant officers and assistant engineers not included in the before-mentioned class.

#### 3rd CLASS.

- (1.) Those whose fathers are serving, and whose mothers are dead, according to rating and service of father.
- (2.) Sons of pensioners, according to class, not already included; sons of out-pensioners, and sons of seamen and marines now serving.

#### 4th CLASS.

- (1.) Sons of seamen registered in any way to serve Her Majesty.
- (2.) Sons of seafaring persons, whose claims will be judged of by the committee of selection.

The sons of commissioned officers are admissible with the sons of seamen, and their claims for admission considered by the committee of selection under the same conditions.

At the request of the parents or guardians of candidates for admission, a "form of application" will be sent to them by the secretary, Greenwich Hospital, which, when properly filled up, must be returned to him as directed, with the two following certificates:

1. A certificate of the marriage of the parents, or, if not attainable, other satisfactory proof thereof; 2. A register of the child's birth.

A certificate of the father's servitude at sea, upon which the claim for admission is founded, whether in the royal navy or merchant service, will be obtained by the proper officer from the Admiralty, or from the registrar-general of seamen; and due notice will be given, without further application, should the child be selected for admission into the school.

Boys eligible for admission must be between 10 and 11 years of age, physically fit for sea service, able to read an easy sentence, and possess a knowledge of the first four rules in arithmetic.

Boy will be discharged from the school at the age of 14 years, unless they succeed by their talents, industry, and good conduct in obtaining admission into the nautical division by competitive examination; and upon their discharge at this age, provided they are then fit for the royal navy, will, with their own consent, be entered as boys in that service. But no boys will be compelled to enter the royal navy against their own consent.

The nautical division of the Greenwich Hospital School will consist of 110 boys, who will be discharged at the age of 15 years, unless specially recommended by the principal of the school to remain an additional year for further instruction, which special cases will be taken into consideration by the Lords Commissioners of the Admiralty.

The education in the nautical division will embrace such mathematical instruction as is necessary for a sound knowledge of the principles of navi-

gation, the theory and practice of marine surveying, construction of charts, the practical use of instruments for magnetical and astronomical purposes, together with the usual elements of an English education, the study of the Bible, and instruction in the doctrines of Christianity; with such modifications of the course of instruction as the Lords Commissioners of the Admiralty may from time to time direct.

The education of the other boys, who comprise the lower division of the school, will include reading, writing, spelling, arithmetic, the elements of algebra, Euclid, plane trigonometry, the principles of the use of the steam-engine, together with such simple elements of practical science as are made the subject of the evening lectures to the boys; also the elements of an English education and religious instruction.

The practical instruction for the out-of-school hours will consist of knotting and splicing, a knowledge of the parts of the ship and rigging, and the great gun and cutlass exercise.

Children of Roman Catholic or of Protestant Dissenters will not be required to learn the Church catechism, and will be allowed to attend convenient places of public worship, in accordance with the religious persuasion of their fathers, provided that application be made to that effect at the time of admission, by the father, if living, and if the father be dead at the time of the child's admission, then the marriage certificate or baptismal register of such child according to the rites and ceremonies of any established religious community of a date previous to the said father's death, will be received as evidence of the religious tenets of the father, that is, provided no authentic document written by the deceased be produced, expressing a contrary wish or direction as regards the religious instruction of such child.

This constitution was introduced at the commencement of the last year with a reservation of the right of all boys admitted previously to January 1861 to remain in the institution until they have completed their fifteenth year, whether they are successful in the competition for admission into the nautical division or not.

The course of instruction, it will be seen, provided for in these new regulations is the same as that hitherto in force. The only changes of importance are the suppression of the upper school, and the reduction of the nautical division from about 160 to 110 boys. The study of French has been retained in the nautical division alone. The average time in this division of each boy who is selected on competition can hardly be conjectured at present; but it will probably never exceed 15 months. Although, therefore, some of the elementary difficulties in the study of this language may be mastered, a great progress cannot be expected, especially as the demands on the boys' time by the professional subjects of instruction will be very pressing.

In consequence of the reduction of the nautical division in January, between 30 and 40 boys were removed from it and placed in the lower division. I found them, at my visit in June, in the first class of section C., under Mr. Baillie, who had been formerly second master of the nautical school.

The nautical division is now divided into three classes under the charge of Mr. Riddle, assisted by Messrs. Muggeridge

and Snell. The lower division is divided into three sections, A., B., and C., each to consist of 230 boys. These three sections are, as regards instruction and management, entirely independent of each other, except so far as they all fall under the supreme control of the principal.

They are divided into four classes, which have, as heretofore, their separate class-rooms. The head master of each section has control over all the classes into which it is divided; and to him the masters of the lower classes are directly responsible. The circulation of the boys from class to class in each section, and their selection to the nautical division, takes place by quarterly examinations conducted by the principal, who is charged with this most laborious and important duty.

The discipline of the school, except in very serious cases in which his authority is still requisite for the infliction of severe punishments, and the whole management of it, are transferred from the governor and his subordinate officers to the principal, who is directly responsible to the Lords Commissioners of the Admiralty. The out-of-school discipline is still maintained by the drill-masters, who are required to make their reports to the principal instead of to the lieutenant superintendent, whose authority is now entirely annulled. These changes are in accordance with the recommendations both of the Committee of Greenwich Hospital School, and the Royal Commission, except so far as regards the retaining of the services of the drill-masters.

Other important changes regarding the internal arrangements have also been ordered to be made. A great increase is to be made in the dormitories, so as to allow the space for each boy recommended by the Royal Commissioners. At the same time new class-rooms are required. In order to meet these requirements a new wing on the west of the present buildings is in the course of construction, and will probably be ready for occupation in a few months' time.

A great want has been long felt and was expressed in many successive reports of Canon Moseley, viz., of a convenient and properly arranged chapel. The present chapel is most inconvenient and unsightly, and no further condemnation of it is needed than is furnished by the fact that it is absolutely impossible for the boys to kneel during the celebration of divine worship. The present seems an excellent opportunity for supplying this longfelt defect. An excellent site between the newly erected wing and the road presents itself, easily accessible to the boys, and yet sufficiently remote from the playgrounds to be out of the way of mischief; while it would form a handsome feature of the institution viewed from the public road.



The present organization of the nautical division has been already mentioned. The lower division is organized as follows :—

Section A.—Head master, Rev. Jas. Hill, M.D. ; other masters, Messrs. Smith, Tancred, and Card.

Section B.—Head master, Dr. Purcell ; other masters, Messrs. Mustart, Dawson, and Atkinson.

Section C.—Head master, Mr. Baillie ; other masters, Messrs. Escott, Hamilton, and Baker (acting).

I may remark in conclusion, while speaking of the constitution of the school, that the changes have all been so recently made that it is impossible at present to offer any results of experience of its working. It speaks highly for the discipline and tone of the school under its former constitution, that although many boys have had their expectations disappointed by the change, and some have been in consequence actually removed from the nautical to the lower division, there seems to have been no serious offences or acts of insubordination traceable to this cause.

My report to your Lordships is founded, as usual, on the documents furnished by the officers of the school, and on the actual results of my examinations in the months of December and June, the former oral, and the latter both oral and by written answers to questions in the examination copy-books.

NUMBER of BOYS in the INSTITUTION.

CHRISTMAS, 1860.

Nautical School	-	-	-	-	-	149
Upper	„	-	-	-	-	234
Lower	„	-	-	-	-	385
Total						768

MIDSUMMER, 1861.

*Nautical Division.*

1st Class	-	-	-	-	-	41
2nd „	-	-	-	-	-	37
3rd „	-	-	-	-	-	27
						105

*Lower Division.*

Section A.—		Section B.—		Section C.—	
1st Class	- 52	1st Class	- 60	1st Class	- 52
2nd „	- 58	2nd „	- 66	2nd „	- 61
3rd „	- 58	3rd „	- 64	3rd „	- 61
4th „	- 57	4th „	- 40	4th „	- 47
225		230		221	
		676			
Nautical Division		105			
Total		781			

NUMBER of BOYS who have left during the year ending 30 June 1861.

*Discharged.*

Pupil-Teachers:—

	No.
To royal navy as masters' assistant	- 1
To navigation school at Yarmouth as assistant master	- 1
To the merchant service	- 3
At their own request	- 3

Boys:—

To the royal navy as masters' assistants	- 18
Ditto as boys	- 29
To the royal marines	- 2
To Her Majesty's dockyards as engineer apprentices	- 13
Ditto as shipwright apprentices	- 2
To the merchant service	- 2
To their friends	- 106
For misconduct	- 1
Run, discharged for absconding, or not returning after the vacations	- 11
Died	- 1

Total - 193

Boys who within six months after their discharge have entered:—

The royal navy as masters' assistants	- 3
Ditto as boys	- 13
Her Majesty's dockyards as engineer apprentices	- 1
Ditto as shipwright apprentices	- 1
The merchant service	- 20

Total - 38

THE WHOLE NUMBER of BOYS who, so far as is officially known, went to Sea in some Capacity in the Years ending June.

—	1859.	1860.	1861.
Royal Navy - -	57	46	66
Merchant service - -	28	18	25

NUMBER of BOYS discharged from the Institution during the same period.

1859	1860	1861
215	157	193

NUMBER of BOYS admitted.

1859	1860	1861
231	158	199

AVERAGE NUMBER of BOYS victualled in the Infirmary in the Years—

1860	1861
20	9 $\frac{7}{8}$ per diem.

The health of the boys has considerably improved during the past year. One boy has died.

## DISCIPLINE.

## PUNISHMENTS for Out-of-School Offences.

	Christmas 1860.	Midsummer 1861.
Drilled for 1 hour each day for 7 days - -	9	11
Ditto ditto 14 days - -	5	7
Birched, with from 6 to 12 stripes - -	10	23
Absconded and discharged - - -	12	—
Total - - - -	36	41

## IN-SCHOOL OFFENCES for Half-year ending June 30, 1861.

Corporal punishments, from 3 to 12 stripes with the birch :—

Nautical Division - -	0
Section A. - -	0
Section B. - -	2
Section C. - -	2
Total - -	4

The results of the training of the boys, as shown by the returns made to the Admiralty of the characters of boys educated at Greenwich by the commanding officers of ships, continue to be highly satisfactory, and reflect great credit on the institution. In consequence of the change of constitution I have been only furnished with return for the half-year ending 30th June 1861 :—

Characters.	Number.
Very good - - -	62
Good - - -	36
Fair - - -	6
Indifferent - - -	2
Slovenly and dirty - - -	1
Not reported - - -	3
Total - - -	110

## NAUTICAL DIVISION.

In the usual account of the proceedings of this division, with which I am favoured by Mr. Riddle, he says, writing in December last :—

“At Midsummer 1861, the period of your last visit to the schools, they



had recently undergone, and had not recovered from, the shock of an entire reconstruction.

Although the changes were accomplished almost without excitement among the boys, who found themselves, with few exceptions, still under their former masters, and, therefore, hardly realized for a time the changes, yet a considerable amount of internal disorganization necessarily ensued in establishing a new routine of instruction, time was lost, and the general progress of the school delayed. A very large number of the junior boys of the nautical school who had commenced their course of nautical instruction were sent back to their former elementary studies, and their places supplied by the senior boys of the lower school. Many of the more promising boys so sent back have again returned to the nautical school, having, in my opinion, gained nothing to counterbalance the loss of their nautical and mathematical instruction. The selection of boys now made for the nautical school gives to it a more intelligent and teachable class; this is, however, counterbalanced by a shorter period of instruction. And I must state too, the singular fact, that even after the sifting examination they receive, and the large number totally rejected, there remains a considerable number, not sensibly diminished, of very dull boys in this school,—*dunces*,—who have little or no capacity for mathematical reasoning.

At Midsummer 1861 the number of observations taken during the preceding year was about 14,800. About 300 nautical charts had been drawn, including a dozen from actual survey on the river. For collecting the necessary observations 14 journeys had been made by the boys in charge of their masters.

Since Christmas 1860 I have thought it necessary to inflict corporal punishment for any offence committed in school.

The shortened period of nautical instruction, sufficient probably for the mathematical and calculating parts of the course, will be felt most in the practical work, observing, drawing, &c.

A collection of Admiralty charts is much wanted as copies, those we have being utterly worn out.

The crowded state of the small rooms, (occupied temporarily while the new wing is building,) and my very divided attention also from watching and arranging our ever changing classes, has placed the drawing for a time almost in abeyance. I hope that I may be able to restore this interesting class to its former footing on our accession to better quarters."

The inconveniences here stated are for the most part none other but those inseparable from so violent a change as has been made in the schools. Two, however, are of a different character, and threaten to be more permanent and mischievous in their results; these are, the diminished time devoted to nautical instruction, and the perpetual changes which take place in the classes. It is much to be feared that the former of these causes will, in process of time, result in a too hasty attempt on the part of the boys to master subjects which can only be thoroughly learnt by the application of more time,—in other words, in a system of cramming from which this school has been hitherto singularly free; and the second not only greatly aggravates the evil by dismissing abruptly boys who have but partially passed through the course, but further keeps the classes, especially the first, in a state of constant change. It would be premature at present to suggest a remedy for

the former of these inconveniences. It is a feature of the school, however, which will require constant watching. The latter might readily be remedied by retaining every boy in the nautical school until the termination of the quarter next after his completing his 15th year, instead of dismissing him, as at present, the very day he has reached this age.

The results of my examination of this school are here tabulated.

THE NUMBER per Cent. whose Exercises in the several Subjects were marked—

E. stands for Excellent; G., Good; F., Fair; M., Moderate; I., Indifferent; O, Failure.

1st Class. Present, 39.

Dictation.				Scriptural Knowledge.				Navigation and Nautical Astronomy.			
E.	G.	F.	M.	E.	G.	F.	M.	E.	G.	F.	M.
23	36	33	3	10	51	26	13	5	60	35	—
Trigonometry and Proofs of Rules in Nautical Astronomy.				Geometry.				Algebra.			
E.	G.	F.	M.	E.	G.	F.	M.	E.	G.	F.	M.
3	54	33	10	3	57	27	13	—	33	67	—
Lectures.						French.					
E.	G.	F.	M.	I.		E.	G.	F.	M.	I.	
3	18	38	36	5		—	8	62	25	5	

2nd Class. Present, 36.

Dictation.				Scripture.					Navigation and Nautical Astronomy.			
E.	G.	F.	M.	E.	G.	F.	M.	I.	E.	G.	F.	M.
11	31	42	16	—	25	44	26	5	—	42	52	6

Trigonometry.				Geometry.						Algebra.					
E.	G.	F.	M.	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
—	6	25	69	—	14	66	14	3	3	—	6	52	33	3	6

	Lectures.					French.				
	E.	G.	F.	M.	I.	E.	G.	F.	M.	I.
	—	6	30	50	14	—	—	50	42	8

## 3rd Class. Present, 27.

Dictation.				Scripture.					Navigation and Nautical Astronomy.					
E.	G.	F.	M.	E.	G.	F.	M.	I.	E.	G.	F.	M.	I.	0
37	26	26	11	—	30	14	19	11	—	15	37	26	3	19

Trigonometry.						Geometry.						Algebra.					
E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
—	3	15	23	33	26	—	11	36	23	11	19	—	8	44	26	7	15

Lectures.						French.				
E.	G.	F.	M.	I.		E.	G.	F.	M.	I.
—	26	26	40	8		—	3	31	40	26

On these per-centages, I remark that, considering that the third class consists of boys who have only just entered on the peculiar studies of this school, the result is very satisfactory.

The untiring energies of Mr. Riddle and his associates continue to be given in this department, and I have much pleasure in again expressing my conviction that they leave nothing to be desired in this respect.

In French I observed, both in the *viva voce* examinations, conducted by M. Quesnel in my presence, and in their written exercises, a decided improvement in accuracy, and in the elder boys as much progress as the shortness of time available for this study reasonably warrant us to expect.

I may here remark that I subjected the whole school to a written examination in Scripture, and that on the whole the answers of the boys were very creditable. Except in the fourth classes, consisting for the most part of newly entered boys, very few failed to write out the substance of one or more of our Lord's parables, and an explanation of it with a fair amount of intelligence. The teaching has been decidedly practical, and much credit is due to the head masters, Mr. Riddle, the Rev. J. Hill, Dr. Purcell, and Mr. Baillie for their attention to this important part of the training.

## LOWER DIVISION.

I have arranged in the following tables the results of my examination of the several classes in sections A. B. C., in the form of the number per cent. whose exercises are marked by me, excellent, good, fair, moderate, imperfect, or failures.



## First Classes.

	Dictation.						Reading.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A.	32	26	26	10	2	4	—	42	54	4	—	—
„ B.	15	42	22	11	7	3	—	30	60	10	—	—
„ C.	26	26	28	14	4	2	—	30	58	12	—	—

	Scripture.				Arithmetic.						Geometry.					
	E.	G.	F.	M.	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A.	4	62	26	8	4	42	26	18	—	—	—	42	28	26	—	4
„ B.	5	78	14	3	3	13	27	20	20	17	2	17	26	—	—	55
„ C.	2	58	30	10	—	12	34	24	20	10	—	12	64	—	—	24

	Algebra.						Trigonometry.						Geography.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A.	—	50	34	8	4	4	—	4	26	6	—	64	—	34	28	30	—	8
„ B.	2	15	30	8	17	28	2	8	14	—	2	74	—	7	22	33	8	30
„ C.	—	32	22	18	12	16	—	42	50	—	2	6	—	24	32	18	—	26

	History.						Grammar.						Lectures.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A.	—	20	24	32	6	18	—	24	42	26	2	6	2	26	38	24	10	—
„ B.	—	—	—	—	5	95	—	20	27	23	5	25	—	25	40	16	17	2
„ C.	—	4	24	22	2	48	—	24	48	20	2	6	—	8	24	24	18	26

## Second Classes.

	Dictation.						Reading.						Scripture.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A.	18	36	33	11	—	2	—	28	68	4	—	—	—	44	49	7	—	—
„ B.	8	37	25	22	2	6	—	2	58	40	—	—	—	69	22	9	—	—
„ C.	7	50	20	11	2	10	—	17	13	4	46	20	—	37	26	35	2	—

	Arithmetic.						Geometry.						Algebra.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A.	—	16	23	33	26	2	—	18	25	47	3	7	—	9	16	42	33	—
„ B.	—	2	6	0	8	75	—	8	20	47	25	—	—	11	31	7	22	29
„ C.	—	4	15	4	7	70	—	11	22	43	19	5	—	17	13	4	46	20

	History.						Geography.						Grammar.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A.	—	40	37	11	2	10	—	28	46	21	3	20	—	30	30	23	5	12
„ B.	—	2	8	2	5	83	—	8	28	10	6	48	—	11	20	25	6	38
„ C.	—	8	4	11	8	69	—	4	20	6	4	66	—	—	17	13	22	48

## Third Classes.

	Dictation.						Reading.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A. -	26	26	21	23	2	2	—	18	58	24	—	—
" B. -	9	22	25	13	2	29	—	2	64	34	—	—
" C. -	2	5	25	28	10	30	—	10	63	27	—	—

	Scripture.						Arithmetic.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A. -	—	96	4	—	—	—	25	40	19	16	—	—
" B. -	—	59	26	13	2	—	—	—	50	26	18	6
" C. -	—	92	8	—	—	—	—	—	55	33	12	—

## Fourth Classes.

	Dictation.						Reading.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A. -	2	12	33	21	6	26	—	11	48	35	6	—
" B. -	—	8	3	30	2	57	—	—	8	84	8	—
" C. -	—	—	6	6	15	73	—	—	45	44	11	—

	Scripture.						Arithmetic.					
	E.	G.	F.	M.	I.	0	E.	G.	F.	M.	I.	0
Section A. -	—	4	94	—	—	2	—	26	30	23	12	9
" B. -	—	—	98	—	—	—	—	2	27	24	45	2
" C. -	—	—	Not attempted.				—	—	—	4	81	15

The above results are interesting, as showing the actual state of the school last Midsummer. The classes, however, cannot be considered in a normal state, being all of them more or less encumbered with the backward boys who have failed to enter the nautical division, and yet have a right to remain in the institution until the end of their 15th year.

The per-centages of the fourth classes are instructive, as showing the proficiency, or more properly speaking deficiency, of the great majority of newly entered boys. Thus it appears that 52 per cent. of these completely failed in writing a moderately easy passage from dictation, and as many either failed in working a sum with tolerable correctness in the first four rules of arithmetic, or were but a degree removed from failure.

This is not what we have a right to expect from boys admitted into the institution at 11, at which age, according to your Lordships' Revised Code, in order to entitle school

managers to receive a capitation fee on their behalf, they would have been required to write correctly a passage from a newspaper or modern narrative, and work sums correctly in practice and the rule of three.

It is clear that the education of the great majority of boys admitted to this school has been sadly neglected, and there is reason to fear that the friends of boys who are likely to gain admission here are systematically careless in this respect, in the expectation that their early deficiencies will be remedied here. Considering the vast number of elementary schools to be found everywhere, at least in every town of moderate size, where a good education is to be obtained at a trifling cost, it is doubtful whether it be a real kindness to the class from which this institution is recruited to interpret with so much laxity as is now done, the rule establishing the very moderate attainments required for admission.

I have the honor to be, &c.

JOSEPH WOOLLEY.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, for the Year 1861, by Her Majesty's  
Inspector, the Rev. JOSEPH WOOLLEY, LL.D., late Fellow  
of St. John's College, Cambridge, on the DOCKYARD,  
ROYAL MARINES', and other SCHOOLS under the BOARD OF  
ADMIRALTY.

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MY LORDS,

London, January 1862.

IN submitting to your Lordships my report for the year ending August 1861, I have to remark that a very great change has taken place in several of the establishments, the inspection of which is intrusted to me; I allude more especially to the schools on board training ships for boys, which are now being placed on a more permanent and better footing. The changes that have been made, and which are still incomplete, render a detailed report on these establishments impossible and unnecessary.

Dockyard  
schools.

The dockyard schools have undergone but little change, except that I am fully justified in reporting a great and increasing improvement in the character and attainments of the lads, who receive the appointments of apprentices, and a consequent general improvement in the schools.

Apparatus.

The third set of apparatus was furnished last year to four out of five dockyard schools entitled thereto; from one, Woolwich, the supply was withheld in consequence of a report made to the Lords of the Admiralty that the apprentices did not value the advantages to be derived from the practical illustrations of physical science it is designed to supply; and that the schoolmaster had no time to devote to this purpose. This is much to be regretted, as it is directly at variance with the experience of all the other dockyard schools. The character of the answers which I receive to the questions on physical science which I set at my examinations, shows an appreciable improvement in accuracy and extent of knowledge which are distinctly traceable to these illustrations, which are regularly given in most, I regret to say not in all, of the dockyard schools.

There are several causes in operation which tend to militate against the complete success of these schools, which I proceed very briefly to notice. Causes of incomplete success.

In some of the schools, for instance, the registers of attendance have been very loosely kept. In one I find that no record is kept at all of the actual meeting of the school, only if one of the apprentices happens to be absent, an entry is made opposite to his name in the register. Nothing less satisfactory than this can be well imagined. I have in several previous reports recommended a form of register for adoption generally, such as has been proved by a considerable experience to be valuable at Chatham and Woolwich. Registers.

This register combines in itself a record of the meeting of the school, and of the character and progress of each boy. I cannot too strongly urge its extension to all the other dockyards.

Another fertile source of interruption of school work, and of course great listlessness and apathy in the apprentices, is to be found in the readiness with which the school has been hitherto postponed to examinations for promotion, sometimes onerous from the number of candidates, sometimes trifling; but all equally permitted to be a cause for neglect of the schools. In some of the larger yards, the interruptions arising from this cause have been most serious and calculated greatly to impair the usefulness of the school. Examinations for promotion.

In one dockyard to which I paid a visit without notice shortly before Christmas, I found the master absent, and on his return, seriously setting to work to draw up a report on the examination of three men candidates for the office of foreman of labourers. The question had been set in the morning, and although the practical part of the examination was to come off the following day, I was informed, in justification of this interruption of school work, that the schoolmaster's report was imperatively required that afternoon.

Another source of evil lies in the great variations that have been allowed from time to time to creep into the time tables, so much so that scarcely two yards have the same practice. Attendance.

In the year 1847, a general system was authorized by a circular letter of the Secretary of the Admiralty to the superintendents of the several dockyards, which has been, in most cases superseded by special rules for each school.

It is very desirable that a uniform rule should be laid down and rigidly adhered to in all cases. As I have often insisted, the number of hours per week available for school purposes

is by no means too great, but in some cases this is diminished by lax practice, especially at the times of the year, in the spring and autumn, when the hours of bell-ringing are subject to considerable variation. At one dockyard, also visited without notice, while the lower school assembled at 4.30 p.m., as it ought to do in accordance with the rule, the upper school did not assemble until 6 p.m., the lads thus losing  $1\frac{1}{2}$  hours' instruction, the reason assigned being that the alteration required in the Admiralty order had not yet been made. This ought to be impossible.

The best remedy would be to lay down a uniform rule for the whole year, independent of the time of bell-ringing. The present rules aim at giving 11 hours per week to the upper, and  $14\frac{1}{2}$  to the lower division by a complicate system of change.

I would propose in lieu the following table:—

Upper Division	-	-	2 afternoons,	} throughout the year.
"	"	-	2 evenings,	
Lower Division	-	-	3 afternoons,	
"	"	-	2 evenings,	

The afternoon attendances being from 1.30 to 5; and the evening attendances from 6 to 8 p.m. in winter, viz., from 1 October to 31 March, and from 6.30 to 8.30 for the remaining six months.

This rule would be free from all possible ambiguity, and give to the master a reasonable interval for refreshment between the afternoon and evening attendances, which the present rule does not provide for.

I may say, that the practice at Deptford and Woolwich has been for some time in accordance with the proposed rule.

The mode of admission of apprentices by competitive examination has now been in operation sufficiently long to enable us to form some judgment as to its success, and the results fully warrant the expectations formed of it.

The following table contains the number of apprentices admitted in each yard at the three examinations conducted by the Civil Service Commissioners, and the number of boys of each entry who obtained a place on my list at Midsummer. This list contains the names of 239, out of 376 who attended the examination; and no one has obtained a place on it who in addition to tolerable general attainments has not correctly solved, at least, one proposition in Euclid, and shown a fair acquaintance with the elementary rules of algebra.

New rule  
suggested.

Admission  
of appren-  
tices, effects  
of.



NAME of DOCKYARD.	No. of Apprentices entered January 1860.	No. on List.	Entered July 1860.	No. on List.	Entered January 1861.	No. on List.
Chatham -	11	3	5	1	5	2
Deptford -	5	4	3	0	5	0
Devonport -	10	9	9	9	11	11
Pembroke -	7	7	6	4	6	4
Portsmouth -	12	8	8	5	11	9
Sheerness -	5	1	7	2	8	3
Woolwich -	8	6	7	2	7	1

Whence it appears that out of 30 at Devonport only one failed to obtain a place on the list; of 19 at Pembroke four failed; of 31 at Portsmouth nine failed; of 13 at Deptford nine failed; of 22 at Sheerness 16 failed; of 22 at Woolwich 13 failed; and of 21 at Chatham 15 failed.

Devonport appears from this result to be far in advance of all other ports as regards education. Portsmouth and Pembroke take the next place, and at a very long interval follow the four eastern dockyard towns. This is in strict accordance with what we already know of the state of the educational establishments at these places.

Though a knowledge of geometry and algebra does not generally characterize the candidates for apprenticeship at the eastern yards, few seem to fail in acquiring a tolerable knowledge of them after some time; and certainly the set of hopeless dunces, of whom a considerable number was always found in former days, is now entirely eliminated. The least satisfactory results are observable at Chatham and Sheerness; at the latter yard, on one occasion at least, a sufficient number of properly qualified candidates were not found to fill the vacancies.

Several of the younger apprentices at Devonport, Pembroke, and Portsmouth, and one at Sheerness, are lads of great promise.

The system of giving a superior education to a limited number of advanced apprentices works satisfactorily. This class comprehends four at Devonport, two at Pembroke, two at Portsmouth, and one at Chatham. They all give evidence of fairly satisfactory progress; among the seniors, Pryor at

Superior  
education.

Portsmouth passed the best examination, and Dippey came next, both being deserving of special mention. Of the two juniors, Coller of Portsmouth distinguished himself.

Number of  
apprentices.

NUMBER of APPRENTICES and others attending the SCHOOLS at  
CHRISTMAS 1860 and MIDSUMMER 1861.

CHRISTMAS 1860.

NAME of DOCKYARD.	Year of Service.						Total Appren- tices.	Factory and Hired Boys.	TOTAL.
	6	5	4	3	2	1			
Chatham -	2	3	4	17	14	16	56	37	93
Deptford -	-	-	6	14	9	9	38	- -	38
Devonport -	4	4	9	24	18	19	78	4	82
Pembroke -	1	3	10	10	9	13	46	- -	46
Portsmouth -	-	1	8	21	18	20	68	35	103
Sheerness -	1	-	3	18	14	12	48	9	57
Woolwich -	-	-	-	17	14	14	45	-	-
Total -	6	11	40	121	96	103	379	92	471

MIDSUMMER 1861.

NAME of DOCKYARD.	Year of Service.						Total Appren- tices.	Factory and Hired Boys.	TOTAL.
	6	5	4	3	2	1			
Chatham -	-	3	4	15	18	13	52	37	89
Deptford -	-	1	6	10	9	8	34	- -	34
Devonport -	3	3	6	19	19	20	70	10	80
Pembroke -	2	-	6	7	13	12	40	- -	40
Portsmouth -	1	2	7	22	21	24	77	35	112
Sheerness -	-	1	1	21	12	15	50	6	56
Woolwich -	-	-	-	16	13	14	43	7	50
Total -	6	10	29	110	105	106	366	95	461

Results of  
examina-  
tion.

The results of the examination are as follows:—

CHRISTMAS 1860. Number per Cent.

NAME of DOCKYARD.	Dictation.						Arithmetic, &c.						General Information.					
	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.
Chatham	20	20	24	10	10	16	2	14	38	40	4	2	1	12	18	24	34	12
Deptford	8	19	21	28	5	19	6	9	39	22	19	8	9	9	32	38	12	9
Devonport	22	30	20	12	6	10	18	32	28	17	3	2	8	25	40	13	9	9
Pembroke	8	15	24	9	22	22	20	38	28	9	5	1	10	28	36	20	6	6
Portsmouth	10	25	20	14	12	19	6	26	40	20	5	3	4	16	38	22	14	6
Sheerness	10	17	12	15	17	29	4	10	44	28	12	2	1	18	34	20	20	8
Woolwich	-	34	15	18	13	20	-	10	32	20	31	7	-	10	32	35	15	8

NAME of DOCKYARD.	Algebra.						Higher Mathematics.						Solved a Proposition in Euclid.						Total.	
	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Book XI.	Book VI.	Book IV.	Book III.	Book II.	Book I.		Failure.
Chatham	4	8	30	14	26	18	2	1	1	1	1	1	2	6	9	6	4	38	30	92
Deptford	3	8	27	10	12	40	1	1	1	1	1	1	8	8	8	18	10	34	14	100
Devonport	16	14	32	20	14	4	3	3	14	3	4	4	23	4	4	12	20	21	-	84
Pembroke	1	18	22	27	18	15	8	8	13	8	2	1	8	10	8	22	8	42	2	100
Portsmouth	7	5	24	6	29	29	1	1	2	1	2	1	3	7	5	8	17	36	2	78
Sheerness	4	8	23	18	10	37	2	1	2	2	2	1	15	2	2	2	15	56	10	100
Woolwich	-	4	43	18	10	25	-	-	-	-	-	-	13	4	16	16	-	45	22	100



## MIDSUMMER 1861. Number per Cent.

NAME of DOCKYARD.	Dictation.						Arithmetic, &c.						General Information.					
	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.
Chatham	24	24	34	14	2	2	8	19	23	37	11	2	2	10	21	23	34	10
Deptford	28	26	21	16	3	6	6	9	47	19	16	3	0	9	38	35	9	9
Devonport	30	30	16	12	8	4	35	36	23	1	0	5	9	23	44	17	7	0
Pembroke	24	22	26	10	12	6	30	30	34	4	-	2	8	32	42	13	5	0
Portsmouth	16	28	26	12	10	10	11	32	43	7	3	2	4	20	46	18	8	4
Sheerness	14	20	16	14	17	19	8	15	40	17	18	2	2	23	35	14	19	9
Woolwich	10	25	25	13	13	14	0	21	33	21	25	1	1	14	35	37	14	0

NAME of DOCKYARD.	Algebra.						Higher Mathematics.						Solved a Proposition in Euclid.						Total.
	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Failure.	Book XI.	Book VI.	Book IV.	Book III.	Book II.	Book I.	
Chatham	-	10	34	18	26	12	2	3	2	-	4	-	-	8	8	4	4	36	92
Deptford	3	11	29	15	13	29	-	4	-	-	-	-	-	9	12	21	9	33	100
Devonport	20	18	30	18	12	2	2	4	12	3	-	-	6	24	4	9	15	30	88
Pembroke	10	16	28	20	14	12	6	10	15	7	-	-	6	13	2	21	10	48	100
Portsmouth	12	18	18	13	14	25	-	2	6	-	2	-	4	9	5	9	13	37	80
Sheerness	4	10	34	24	8	30	2	2	-	-	-	-	-	12	8	10	9	49	100
Woolwich	-	6	45	21	12	16	1	2	5	-	-	-	-	11	7	21	-	48	100

*Chatham.*

This school has hitherto disappointed me in my expectations of improvement. The attainments generally, and more especially in geometry and algebra, are far below what might have been reasonably expected. The discipline is improved. Accuracy and thorough grounding are much required.

*Deptford.*

This school is doing fairly.

*Devonport.*

This still maintains its place as first in efficiency. Several of the apprentices passed an excellent examination; of these, two, Fogwell and Bone, have been appointed to undergo the superior course of instruction. Mr. Cock, the second master, who was very painstaking and efficient, has, to the great regret of all who knew him, been removed by the hand of Providence. A successor has not yet been appointed. Mr. Rae continues to labour here with indefatigable zeal and success.

*Pembroke.*

I had reason to suspect copying among some of the elder boys at the Christmas examination. In other respects it is going on much as usual.

*Portsmouth.*

The mathematical attainments of the senior boys continues good. Mr. Geo. Macavoy succeeded to the second mastership of this school at Christmas; there are symptoms of improvement under his care, but it is premature to offer a decided opinion on this point at present. Mr. Macavoy holds one of your Lordships' certificates (2 class, 1 division), and completed his time as an apprentice at Woolwich with much credit.

*Sheerness.*

This school remains, on the whole, stationary, and shows little improvement. One of the younger apprentices holds out great promise.

*Woolwich.*

This school is altogether on a lower level than the other schools. The tone does not seem materially improved.

The following distinguished themselves at the examinations :

Coller, W. -	Portsmouth.	Gowings, W. -	Devonport.
Wildish, Jos. -	Chatham.	Rickard, Geo. -	Devonport.
Darton, M. -	Sheerness.	While, H. -	Devonport.
White, W. H. -	Devonport.	Harris, Jn. -	Pembroke.
Fitze, W. -	Devonport.	Marsh, W. -	Pembroke.
Mitchell, Geo. E.	Devonport.	Elgar, F. -	Portsmouth.
Fogwell, Alex. -	Devonport.	Richards, W. -	Pembroke.
Bone, W. -	Devonport.	Edgcumbe, Geo. -	Devonport.
John, W. -	Pembroke.		

### *Malta.*

The accounts from Malta continue satisfactory.

### ROYAL MARINES' SCHOOLS.

There is hope that some improvements will be made in these schools. I have on several previous occasions pointed out the measures that appear to be necessary for putting them into a state of efficiency. These involve an infant school, or, at least, an infant department to the girls' schools. Pupil-teachers to both boys' and girls' schools, and an improvement in the position of the teachers as regards pay. I have nothing further to add on this head:

Considering the comparative disadvantage at which they work, they are on the whole satisfactory.

All the schoolmasters are now trained men, and, as regards them, nothing is left to be desired. Their assistants, however, are for the most part men who are appointed to this duty for a short time, and have, therefore, no special interest in their work, and no sufficient inducement to make themselves efficient teachers; nor can the masters be expected to bestow much pains on the training of men whom the routine of the service may remove from the school at any moment. It is to remedy this defect that I recommend either permanent assistants, as in the army, or a combination of assistants for the adult school with pupil-teachers for the boys. The mistresses with schools of 50 or 60, and in one case 100 children, cannot perform their duties efficiently without help, which would be afforded them most conveniently in the form of pupil-teachers.

### *Chatham.*

Boys' school.—This school is most carefully and successfully taught by schoolmaster Kelly. The organization is very good, and the instruction very well graduated in the different classes. The subjects of instruction embrace a wide range, and are well taught. Arithmetic especially is sound and comprehensive. Several of the boys study geometry, and worked



an easy quadratic equation. The discipline and tone were good.

Girls' school.—This is held in a very inconvenient room, which renders perfect organization and the most approved methods of teaching impossible. Miss Coney does her best and is successful, so far as she has scope for her labours.

*Plymouth.*

Boys.—This has greatly improved in all respects under schoolmaster Webster, and bids fair to become a really good school.

Girls.—This school is in a state of moderate efficiency. The schoolmistress, Miss Cox, is young, and does her best. I should like to see more progress. The girls are still very backward, especially in arithmetic.

*Portsmouth.*

Boys.—This school is going on satisfactorily. The first class is very small, owing to the early age at which the boys are removed. The greater part of the children are very young. Mr. Fox is a judicious and careful teacher.

Girls.—Mrs. Deverell deserves great credit for the state of her school, which is far the best of the divisional girls' schools. Her success would be still more decided, had she the advantage of a regular assistant.

*Woolwich.*

Boys.—This school is in a fairly satisfactory state. There has been a difficulty with regard to the discipline, which seems to have been too severe, especially with regard to the younger children. This is now happily removed.

Girls.—This school continues in a state which I cannot describe as satisfactory. There is an admirable opportunity here for engrafting an infant department on it, as there are two schoolrooms, and the lower with very little alteration could be admirably adapted to the purpose of teaching infants on the most approved methods.

SCHOOLS ON BOARD SHIPS.

Very considerable changes are in course of being made in these schools. Since my last report several ships have been commissioned expressly for the purpose of training second-class boys, and the mixture of first and second class boys in the same ship is no longer to be permitted.

The boys have lately been removed from the "Victory" to the "St. Vincent," which is commissioned as a training ship

for 400 boys. The "Impregnable" at Devonport has ceased to be the flag-ship of the Port Admiral, and has been commissioned as a training ship by Commander Tremlett, who has had great experience in this department, having been first Lieutenant of the "Royal William," and subsequently for three years commander of the "Impregnable."

H.M.S. "Implacable" has been commissioned as a training ship for 400 boys at Devonport for more than a year, and I have paid two visits to it.

H.M.S. "Eagle" has been in commission for the same purpose at Southampton for nearly a year, and is to be replaced by a two-decker capable of accommodating 400 boys. Commander Strode, who had three years' experience as commander of the "Victory," has the command.

H.M.S. "Wellesley" at Chatham is commissioned also as a training ship for 250 boys.

Besides these, H.M.S. "Excellent" at Portsmouth, and "Cambridge" at Plymouth, gunnery training ships, have schools on board for both boys and adults.

The only establishments which demand special remark are the schools on board H.M.S. "Excellent," "Cambridge," "Implacable," "Eagle," "Victory," and "Impregnable"; the school establishment of the latter, with its staff, having been transferred to H.M.S. "St. Vincent."

*H.M.S. "Excellent."*—The boys' school here is going on fairly. There is an adult school under Mr. Webb, who for some years conducted very efficiently the boys' school. This is established for the benefit of the seamen who are training as gunners, and seems to answer its purpose satisfactorily.

*H.M.S. "Cambridge."*—The attainments were not equal to what they were when I last reported on this school, which seems to be doing its work pretty fairly.

There is here also an adult school, conducted on the same plan as that on board the "Excellent."

*H.M.S. "Victory."*—The state of this school continues satisfactory.

*H.M.S. "Impregnable."*—The school here has been carefully looked after, and more intelligence shown by the boys than in previous years.

*H.M.S. "Implacable."*—The school here depended entirely for its efficiency on the personal labours of the indefatigable chaplain, the Rev. W. Whitmarsh, who has been appointed to this ship from the "Impregnable." The masters seemed to me quite below their work, not having had any experience in teaching large classes of boys. The attendance of each boy at school, moreover, was very scanty, not more than seven or

eight days in two months, and even this liable to great interruption. Much progress was of course impossible under such conditions.

*H.M.S. "Eagle."*—Here I found the school attendance amply provided for and regular. Commander Strode had succeeded in obtaining the services of two men trained at Chichester for two years and placed at the Chichester examination for 1860 in the second and third classes for the second year. The school has made a good start under these favourable circumstances. The more advanced boys were carefully instructed in composition; and means taken to cultivate their intelligence. The masters receive every support from Commander Strode, and from the chaplain, the Rev. J. J. Balleine, who not only superintends the religious instruction, but takes an active part in teaching composition.

I regret that from the causes I have mentioned this part of my report for the present year is meagre, consisting more in expressing hopes for the future than in dwelling on what has been hitherto done. I trust that in another year I may be able somewhat to reverse this distribution of topics.

I have the honor to be, &c.

JOSEPH WOOLLEY.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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APPENDIX No. 4.

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REPORTS OF HER MAJESTY'S INSPECTORS, ON POOR  
LAW AND RAGGED SCHOOLS.

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# REPORTS ON POOR LAW AND RAGGED SCHOOLS.

GENERAL REPORT, for the Year 1861, by Her Majesty's Inspector, E. CARLETON TUFNELL, Esq., on the SCHOOLS OF PAROCHIAL UNIONS inspected by him in the METROPOLITAN DISTRICT.

MY LORDS,

I LAST year presented in my report some details showing the extraordinary healthy condition of the children in the district schools, and as the accuracy of those statements has been much questioned, I wish to lay before you another year's experience in the same schools. By the evidence I shall produce, I can show the same favourable proofs as before of extreme health, as proved by a low death-rate, and thus that my former statement was in no respect exceptional.

Health of children.

There are three large district schools belonging to the metropolis, and I give below a Table showing the average number of children in each school during the year, the number who died being six years old and under, the number who died above that age, and the per-centage of such deaths on the average numbers in each school.

	Average No. of Children in the School in 1861.	No. of Deaths at Six Years of age and under.	No. of Deaths over Six Years of age.	Per-centage of Deaths on the average attendance of Children.
Central London District School -	1,032	9	6	1·4
North Surrey District School -	629	2	3	·7
South Metropolitan District School	845	3	3	·7
Totals - - -	2,506	14	12	—

I have separated in the above table the deaths of those who died in infancy, being six years old and under, from those who died above that age, as it is well known that children under six are much more liable to death than elder ones, and this division makes it more easy to compare the death-rate with schools, where infants are not admitted. Still upon the whole the rate of mortality is extremely low. Taking the whole average number of children attending during the year, there were 26 deaths among 2,506 children, or about 1 per cent. I gave in my last report a calculation based on

a public document, showing that the actual per-centage of mortality generally among children of the ages in these schools is 12 per cent., that is, the deaths among a similar number of children in London not in these schools, would be 300; here it was only 26, and therefore the difference of these two numbers, 274, is the number of lives saved in a year by the establishment of these district schools.

The deaths in the Central London school appear to be higher than the others, which is accounted for by the fact, that that school adopts the rule of refusing no child, however young or however ill, and of course such a rule increases the apparent mortality without any reflection on the management. The two other district schools profess to receive no children who are ill or under two years of age. The rule, however, as respects the non-reception of sick children is often inadvertently violated, and thus 4 of the children who died in the North Surrey school and one in the South Metropolitan were admitted when suffering from diseases which subsequently caused their death. Were these subtracted, the deaths in those two schools would appear incredibly low.

Some of the separate schools, which do not come under the denomination of district schools, also present unusual proofs of healthiness in the children. In the school belong to St. George the Martyr at Mitcham, containing 200 children, the deaths were only one per cent., both infants; and in the Stepney school, where the average number is 406, 9 infants and 2 juvenile children, making 2·6 per cent, died in the year. But the Stepney school, like the Central London, adopts the uncommon rule of refusing no child, however ill, and thus, of the 11 who died, 9 were admitted in a state of sickness. I may also state, as a proof of the large proportional mortality in London of infants, that in the year 1861, 1336 persons died in the parishes forming the Stepney Union, of whom 659, or nearly one-half, were under five years of age.

Low as is the mortality in the above-mentioned schools, I am disposed to think that it might be estimated still lower. The calculation is made on the average attendance, but the actual number who pass through each school in a year is double the average attendance. Thus it might possibly be fairer to say that the 26 deaths occurred among twice 2,420 or 4,840 children, which would reduce the death-rate by one-half. The Stepney rate is calculated on 406 children, whereas the number who passed through the school in the year was 882. If we consider that all who leave are healthy, and that many who are admitted are weak and unhealthy, and further that all the children are of the lowest physical stamina, the

excellent management of these schools will appear in the strongest light. There is no secret in the methods adopted; they simply consist in the practice of sanitary regulations that are universally known, though rarely followed. Plain food and clothing (costing 3s. 2½*d.* per week for each child), a due mixture of bodily and mental labour, abundant washing, cleanliness, and bathing, are the sole sources of the health and vitality of these children.

I have discussed the subject of industrial instruction in several former reports, but the subject is so important, and has such special reference to pauper schools, in which part of the education must be industrial, that I must beg leave to revert to it.

Best kinds  
of industrial  
instruction.

As respects boys, almost every conceivable species of industry, that it was possible to introduce into a school, has been tried in the large London establishments. We have set up all the appliances and arrangements necessary to make shoemakers, tailors, bristle-sorters, painters, glaziers, bakers, carpenters, engineers, gardeners, army musicians, seamen; and the experience now gained is sufficient to enable us to decide which of the above occupations best answer the object in view—to fit the boys to gain in after-life an independent livelihood. The worse trades to bring them up to are the two first on the above list, those of shoemaking and tailoring. Boys brought up to these trades, which are almost always overstocked with workmen, often become applicants for parish assistance in after-life; and some guardians have even assured me that the majority of boys apprenticed as shoemakers turn out eventually paupers. But the schools must be supplied with clothes, and it would be ruinous and inconvenient not to have the means of repairing them at hand. Hence, it is necessary to have shoemaking and tailoring practised in the school. Further, whatever trades the children are brought up to, they will find it very useful and economical to be able to repair their own clothes. Hence, it is useful to cause all the boys to pass a certain time in the shoemaking and tailoring shops, not with a view of making them shoemakers or tailors, but to teach them to mend their own clothes. The third occupation on my list—bristle-sorting—cannot be too severely stigmatized, but it is now abolished everywhere. Painting, glazing, baking are desirable trades, though not particularly healthy ones; but there is generally a demand for boys instructed in them, and as these trades furnish fair wages and constant employment, there is no special objection to them. Carpentering and engineering are both excellent trades, but it is not possible to bring up more than eight or ten boys in any school to them, as the requirements of the establishments could



not find work for a greater number, and in fact, except in very large schools, it is impossible to introduce these occupations at all. Gardening is useful in improving the health of some children in the metropolitan schools, and it is important as furnishing an abundance of vegetables and milk to the dietary table; but as respects fitting the children for their future career, I have found it to be quite nugatory in London and in all large town schools. In agricultural unions, it is useful as a preparation for future life, and for the purposes of health, it is desirable to introduce it to a certain extent in all pauper schools.

The two last occupations mentioned in the above list, music and seamanship, are, in my opinion, the best of all for this class of children, and it may be proper that I should mention more at length why I advocate them.

The widest experience has now proved indisputably, that where children from these schools go wrong, and fail to become honest and independent workpeople, when launched into the world, it is in almost every instance attributable to the influence of their parents or former acquaintances. And it is easy to understand why it is so. They usually spring from the lowest origin, their title to admission to the school being the destitute condition of their parents. And though destitution does not imply criminality, it is known that the criminal population is usually among the most destitute. Hence the desirableness of placing these children, when they leave school, in situations as far as possible removed from their own parishes and acquaintances. You thereby take the surest means of promoting their future welfare. Now, if they are provided for in the army, the navy, or the merchant service, this condition is most fully met. They are then entirely removed from their old haunts and acquaintance, and almost invariably give the highest satisfaction to their employers.

Musicians  
for the army.

The only part of the army for which it is possible to prepare boys at the age they leave the school is the musical service; and now every one of the large pauper schools in my district maintains a brass band among the boys, while about 200 musicians, all thoroughly well instructed in the rudiments of music, who can write out their parts, and play ordinary tunes almost at sight, are yearly enlisted into the regimental bands. As this industry is not suited to ordinary village schools, and there are only two government schools, viz., at Greenwich and Chelsea, that in any way compete with the pauper schools in music, these schools have almost a monopoly in supplying musicians to the army, and in this way, I think, may claim to do the state some service.

But it is my impression that a far greater public service may be performed by improving the means of preparing candidates for the sea service in these schools. This has been done in a few instances, and with such marked success, that I think I can show that even some considerable assistance towards manning the Royal Navy may be derived by the more general adoption of methods, whose utility in producing the end in view has been proved by experience.

Several years ago the Central London District school, then located at Norwood, caused a 200 ton ship, with all the requisite sails, yards, &c., to be erected in the playground; a class of 50 boys was selected to be trained as sailors, by continued exercise on the ship, in mounting aloft, furling and setting sails, &c., under a seaman engaged as an instructor for this special purpose. It had always been the practice to send several boys yearly from this school to the sea service, but it was soon found that this training on the ship made the boys much more acceptable to sea captains, who were now willing to engage them without premiums, and who declared that the knowledge thus acquired by these youthful sailors was worth two years of age. They preferred boys of 13 thus trained to boys of 15 untrained.

When the Central London school was removed from Norwood to Hanwell, the ship was not re-erected, and now the Stepney Union school is the only one that adopts this effectual mode of training boys for the sea service. That school has now supplied yearly between 30 and 40 boys to the merchant or Queen's service, and it is found that the demand for boys so trained is much beyond the number that can be supplied.

I will mention some anecdotes to show the efficiency of this species of training. A captain of a merchant vessel came to the Stepney school, and said, "I have seen a little boy at sea scarcely higher than a coil of rope, who has been trained in this school, and he conducts himself so well, and is so active and useful, that I am determined to have a boy like him, if I can obtain one."

Another day the owner of a vessel called at the school, and said that as his ship was going down Channel on her last voyage, with one of the boys from the school on board, the pilot said, "It would be as well if the royal were lowered; I wish it were down." Without waiting for any orders, and unobserved by the pilot, the lad, whom they had taken on board from the school, instantly mounted the mast and lowered the royal, and at the next glance of the pilot to the masthead, he perceived that the sail had been let down. He exclaimed,

"Who's done that job?" The owner, who was on board, said, "That was the little fellow whom I put on board two days ago." The pilot immediately said, "Why, where could he have been brought up?" That boy had never seen the sea, or been on a real ship before, but these and similar facts, which I could relate, appear to me to prove that it is possible to turn boys into not inefficient sailors by appropriate arrangements on dry land; and such also has been the practical result from the adoption of similar methods of training in some continental schools.

I should observe that, at the Stepney school, the sailor class sleep in hammocks, and are all taught to swim, and most of them to dive. I have often observed the terror of a boy when he first mounts the mast, or mans the yards in the school-ship. Nearly every one experiences some fear on first ascending heights; the boys soon so completely get over this feeling, that they seem to take delight in running over the rigging like monkeys, and are especially pleased at sitting on the main truck, the highest part of the main-mast.

The following extract from the last report from the superintendent of the Stepney school is interesting, as respects the training for the two vocations—music and the navy, which I have been advocating, and which is admirably carried on in that establishment:—

"I have to state that the demand for boys far exceeds the supply, and that it has been with difficulty, owing to their being young and diminutive in stature, that those sent to situations during the year have been fitted, by special training, for their respective callings as sailors, and as musicians for the army. On comparing the year 1851 with the past year, I find that the boys who were old enough to get their living by their own industry, and who entered the navy in 1851, did so at an average rate of wages, for the term of their engagement, of nearly one-third less than those of the past year. This I think clearly illustrates the value of that special training which you provide for the boys who enter the navy.

"With regard to the instruction in instrumental music as an industrial occupation, its complete success, and the excellent provision made for the boys who are old enough to leave the establishment, and the raising them entirely from pauperism, is a matter, in point of economy as well as utility, of the highest importance to the various parishes forming the Stepney union. Since the formation of the band, 48 boys have been thus well provided for, and the testimony, as to their conduct and progress, has been in every case most satisfactory."

Of course the training for seamen very much diminishes the chances of accidents at sea, and I will mention one anecdote to prove the effect. Two boys were engaged on board a ship from a pauper school, where no special training for the sea has been introduced. One of them was sent to perform some work on the bowsprit, when he fell off and was drowned. The other boy was so affected by his comrade's death, that he



immediately forsook the sea service, and thus two sailors were lost. Had the boy who was thus drowned been properly trained to ship-climbing and swimming, he probably would not have fallen off, or, if he had fallen, he might have saved his life by swimming.

Seeing so much can be done by land training for sea service, it is my firm persuasion, having had the means of witnessing the effect in both cases, that as respects boys, it is a much better plan to train them in a school fitted up in the way I have described than in a ship moored in a harbour. A ship on dry land need not differ in any material particular from a ship that never moves from its moorings in a harbour; and I do not know that there is any point of inferiority in the former arrangement, except in the impossibility of teaching the boys to row, and this is very soon learnt on actual service, and even might be taught at school if it was situated near any large body of water. As respects every other difference in the two methods of training, the dry land plan has far the advantage. The small area of a ship restricts the accommodation for school-rooms, eating-rooms, bed-rooms, recreation, to a most inconvenient and often unhealthy degree. The teachers' private apartments are often so confined when afloat, that many refuse to undertake the office of schoolmaster in a ship, while abundant room for all these requirements may be easily supplied in a school on shore.

It is very well to put criminals in a ship, as the chances of escape are thereby much reduced, but as respects training boys for seamen or the children of the higher classes for midshipmen, I believe, having observed both processes, that it is a mistake to have any training ships at all, and that all schools for the purpose should be established on land, and if possible on the seashore.

Every large pauper school sends many boys yearly to sea, but Stepney is the only school that now trains them properly, and if the advantages are so great, why, it may be asked, does not every school adopt the same methods by erecting a ship. The Admiralty have agreed to allow all the requisite materials to be taken from the dockyards at cost price, and yet the schools generally have neglected this offer. The explanation I believe to be, that the guardians have lately expended very large sums in erecting and furnishing schools for their children. In London alone the buildings erected in the last ten years have cost more than a quarter of a million, and as there is no material difficulty in providing for the boys, the guardians are unwilling to incur the additional

expense of erecting a ship, which though furnished at cost price would impose an expenditure of not less than 200*l*.

I have stated above the desirableness of sending boys of this description to sea, as they are thereby removed from those influences that tend to reduce them to pauperism or crime. But further, would it not promote the public interests to present yearly to the sea service some hundred boys, already three parts seamen, and thus capable of becoming able seamen, as experience shows, two years sooner than they otherwise would. Would it not be justifiable for such a great public object, if the Government were to present, as a free gift, sufficient materials from the dockyards to erect a training ship in every school that would comply with the requisite conditions. There are not more than 15 schools in England large enough to make it worth while to resort to this special industrial training, consequently the expense to Government would be very trifling, and I will briefly detail the public advantages that would result from this procedure.

There are nine pauper schools belonging to the metropolis that might avail themselves of the offer, and supposing all the requisite arrangements made, they would be enabled to supply yearly at least 400 boys 14 years of age, so far instructed in seamanship as to be three parts sailors the instant they step on board. I could warrant that they all should be able to mount aloft without hesitation, to set and take in the sails, and to make the different knots and splices; they shall know the various ropes and parts of a ship, and be able to box the compass; they shall all be able to mend their own clothes, to swim, to read any ordinary English book with facility, to write from dictation sufficient to pass the civil service examinations, and to be conversant with arithmetic as far as decimals. The Admiralty might, if they pleased, send an agent to the schools, to see that the boys were properly instructed in the above subjects, and if in these days of steam a knowledge of the steam engine should be deemed requisite, they shall all be taught to know its various parts and their uses.

There is, however, one point, and one point only in which it would be impossible to meet the Admiralty requirements, if enforced in their full rigour. Nearly all the schools that are large enough to adopt these arrangements are schools belonging to town unions or parishes, and it is the characteristic of the lower classes in all large cities, in London especially, to be of extremely low stature. About three-fourths of these large schools are in London, and I can confidently aver of the children these schools would supply, that in every requirement,

excepting height, they would form first-rate sailors. I assert this, not only from actual experience of such as have entered the naval service, but from consideration of their peculiar characters and dispositions. They are extremely intelligent, active, courageous, good-humoured, patient, not easily provoked, and endowed with sharpness and presence of mind that fit them to contend with emergencies. In all these qualities they are very superior to country-bred children, who only surpass them in personal appearance. A gentleman who had engaged several of them, and to whom the remark was made that he might have procured much finer boys from the country, replied, "Yes, but these London boys always understand what you say, and you can teach them anything without any trouble."

However, even if these boys, who had passed through the training for sailors, were refused admittance into the Royal Navy on leaving school at 14 owing to defect of height, which by the Admiralty rule must not be less than 4 feet 8 inches, they would not be lost to the service. The result would simply be, that they would first enter the merchant service, where there is always a demand for boys so trained, and then when they had become able seamen they would very generally transfer themselves at the first opportunity to the Queen's ships. The reason for this preference for the Royal Navy, which I have found these youths generally have, is, that in these large schools they are thoroughly disciplined; and when they enter merchant vessels, the absence of that discipline and order to which they have been accustomed is rather disagreeable to them, and they prefer the navy, where the rules are more in accordance with their own previous habits of regularity and order.

The female children who are placed in situations from the pauper schools, are, when out of place, exposed to dangers, which have lately been pressed upon my notice, and for which I am desirous of suggesting a remedy. As they are mostly without relatives, or such only as it would be desirable to avoid, they have often no other place to take refuge in, when out of situations, than the workhouse, where, being above school age, they can only be placed in the adult wards. Their demoralisation and ruin is the almost certain result of a mixture with the women who crowd the adult wards of a town workhouse, and the Rev. S. V. Edwards, the chaplain of the Central London District school, who has paid unusual attention to this subject, proposes a plan to meet this evil, which I give below.

He only refers to children without relatives, and appears to confine the proposal to girls trained in district schools. But

Dangers to  
female  
children  
when out of  
service, and  
remedy.



in my opinion it is equally applicable to those with parents, who in this class of life are generally anything but respectable ; and it certainly ought not to be restricted to children brought up in district schools, but should be extended to all pauper schools separated from workhouses, which are in many cases but little inferior to district schools.

"I propose that orphan children, deserted children, or children who have no relatives to go to, when out of place, being above the age of 16 and under 21, should be allowed to return to the district school at which they have been trained and educated, instead of having to seek a temporary home in a workhouse, and until able to obtain a suitable situation from the school, that such young persons (between the ages of 16 and 21) should be allowed to remain in the establishment, receiving during their temporary sojourn at the school, rations, clothing, &c., *but no wages*, for their services as domestic servants.

"Thus a 'Home' with industrial training, free of charge, would be secured for these orphans or deserted children while out of place, and persons requiring servants more experienced than children of 14 (the age at which they usually are now sent to service) would gladly apply at our district schools, when it became generally known that young persons of good character and fitted for domestic service, from 16 to 21 years of age, might be obtained by personal application to the school authorities. There would be no difficulty in obtaining most eligible situations for these young persons ; for as chaplain visiting the children sent to service from the Central London District school since 1854, I have had frequent applications for several trained by us, the parties supposing that their age would be from 17 to 20. In an application just received from a lady, the wife of a general officer residing in Hertfordshire, for two girls to be trained as under cook and housemaid, there is so pleasing a testimony to the moral and industrial training of our children, that I beg to give the following extract from her note, dated July 4th, 1861. 'Her reason for making a second application for a girl 'from the Central London District school is that she had a trial of a 'servant trained in it, who was not only a thorough good servant but a 'good respectable young woman, very different from others. Mrs. — is 'so much distressed and troubled to get a thoroughly well-brought up girl, 'that she hopes the board of management will allow her two girls.'

"Should the plan I have humbly suggested be adopted by the Government, and boards of guardians have legal sanction to receive orphan or deserted girls (between the ages of 16 and 21) at district schools, instead of sending them to the workhouse as adult paupers, I confidently believe that the standard of excellence among young persons thus trained for domestic service would be greatly increased, that the parochial burden would be rather lessened than increased, and the children in our district (especially the orphans) might be sent out to service at 16 years of age, far better educated, better trained, and consequently far less likely ever to become a burden on the parish, or a disgrace to society, than when sent forth as now at 14, mere children in years, knowledge, and experience, with no other prospect, should they fail to keep their situation, than the workhouse, the prison, or the streets."

Should the above proposal be carried out, I do not anticipate that any large number of girls would avail themselves of it, or that, if admitted to the schools in the way mentioned, they would stay any long time. The demand for respectable female

servants is so constant, that no young person of this description, if of good character, need remain long out of a situation.

The Industrial Schools Act, passed last Session, places all certified schools under the supervision of the Home Department, and consequently I inspect them no longer. But there is one clause in this Act, which incidentally affects the business of my department. This clause, the 8th, is "the guardians of any union or parish wherein the relief of the poor is administered by a board of guardians, may, if they deem proper, with consent of the Poor Law Board, contract with the managers of any certified industrial school, for the maintenance and education of any pauper child." Several schools, among which I may especially mention as worthy of imitation the Brockham Home, near Reigate, have been founded by benevolent persons, for the express purpose of receiving pauper children; and now the above clause removes all doubt as to the power of boards of guardians to send children to such schools, when certified. Town unions ought, I think, to avail themselves of the District Schools Act, but as I believe that that Act will never be applied to country unions, I can only hope that country boards of guardians will endeavour to profit by the clause in the Industrial Schools Act above recited, and send their children to certified schools. There is only one point in which I could wish the law altered, as I cannot see why guardians should be restricted to certified schools in the selection of places for their children. Certified schools are intended for semi-criminal children, and it is of the greatest importance not to throw the stigma of criminality on pauper children. Therefore I cannot understand why any schools, after due inspection by the authorities, should not be empowered to receive children from the workhouses. The general establishment of such schools, and the reception therein of pauper children, affords the only chance I can perceive of the removal of children in country districts from the contamination that too often results from a residence under the same roof with adult paupers.

I have the honor to be, &c.

E. CARLETON TUFNELL.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, H. G. BOWYER, Esq., on the PAROCHIAL UNION SCHOOLS inspected by him in the EASTERN and MIDLAND DISTRICT.*

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MY LORDS,

SINCE my last general report the county of Derby has been added to my district, which now consists of 12 counties, and portions of four others, containing in all 156 unions.

WORKHOUSE TEACHERS.

In several of the reports which I had the honor to submit to your Lordships some years ago, I was compelled to give a not very favourable account of the moral characteristics of a portion of the teachers in workhouses, and especially of the masters; the last occasion in which I did so was in my general report for the year 1857; from that period, however, dates an improvement in the moral tone of the educational staff of workhouse schools, which has happily continued down to the present time, and may reasonably be expected to prove lasting. The causes of this happy change I apprehend to be the increased care with which boards of guardians investigate the characters of candidates for appointment, their greater insight into the futility of written certificates of character, and the inexorable vigilance with which the Poor Law Board closes the doors of the schools under its charge to those teachers whose conduct has been unfavourably reported to them by boards of guardians in whose service they may have been previously employed. These causes, seconded by the constant supervision of a body of zealous and able poor law inspectors, and by the operation of the system, devised by your Lordships, of annual certificates, liable to be lowered or even cancelled in cases of misconduct, have probably at length convinced the ever active class of half-educated and loose principled persons who formerly beset the board room on a day of election, that a workhouse school will no longer be suffered to become the refuge of those who have proved unfit for anything else.

I may now describe the teachers in my district as, on the whole, a very respectable, hard working, and conscientious class of persons, who make up by diligence and devotion to their duties, for deficiencies under which many of them labour in regard to ability and instruction. This is especially the

Improved  
moral cha-  
racter of  
workhouse  
teachers.



case with the mistresses, who, though generally inferior in education to the masters, are as superior to them in moral qualities, more refined in manners, less restless in disposition, and more attached to their pupils. They are not only the teachers but the nurses of the children under their charge, many of whom are infants; and the services they render must not be measured by what they teach their pupils, which is often feeble and mechanical, but by the refining and humanizing influence they exercise upon their characters.

There are, at present, very few trained teachers in my district, and only two masters and one mistress (all of whom are untrained) have reached the highest place in the gradation of certificates awarded to workhouse teachers; these also have only attained their present honourable position after long and unexceptionally efficient service in the same school; in one instance (that of the master of the Mitford and Launditch Union School) extending to 20 years. On the same principle have been awarded the other gradations of the certificate of efficiency, as well as, in general, the two higher gradations of that of competency, so that those teachers who have obtained them may be considered to have earned their position by more valuable qualities than mere attainments or skill in teaching.

Teachers  
who have  
obtained  
certificates  
of efficiency  
or compe-  
tency.

These teachers, however, form but a small minority in comparison to those who have received certificates of probation, who amount to about three times the number of the competency, and nine times the number of the efficiency class of teachers. They form the stationary portion of the workhouse educational staff, very few of them having ever risen above their present rank. Indeed, the certificate by which their peculiar degree of qualification for their office is designated, must be considered somewhat of a misnomer, since what was supposed to be a transitory state of trial has proved to be a permanent condition. Most of them, however, though possessing no more than a respectable acquaintance with scripture, a fair amount of proficiency in arithmetic, a fair handwriting, and a tolerable knowledge of geography, are by no means inefficient teachers of the *essentials* of instruction to the small numbers generally entrusted to their charge, though they would doubtless prove unequal to the management of a larger school; and as the children are more under their control, and better disposed to study by the very monotony and dullness of their lives than the more fortunate children that fill our other elementary schools, they make greater progress than they would under similar teachers were they differently circumstanced. It is, indeed, a general remark of visitors to

Teachers  
who have  
received cer-  
tificates of  
probation.

these schools that in religious knowledge, reading, writing, and arithmetic, they surpass the average in schools unconnected with the poor law, though falling below it in intellectual development and general knowledge. They are also, I believe, more precocious in their power of learning, as it is not uncommon to find little children of four or five years old, taught by a mistress, reading the scriptures fluently, writing good hands, and able to work correctly sums in the compound rules, while they would be singing infant school songs, and answering questions on object lessons, in an ordinary elementary school.

Present salaries of workhouse teachers.

Boards of guardians now offer higher salaries than they did in 1848, when their schools were first placed under inspection. The usual salaries for which masters are engaged are 20*l.*, 25*l.*, and 30*l.*, but in larger schools they sometimes rise to 35*l.* or 40*l.* Mistresses are engaged for 16*l.*, 20*l.*, or 24*l.* As they are, in addition, allowed the same rations as the workhouse master and matron (estimated as equal to 15*l.* a year), their total emoluments cannot be considered inferior to the market value of untrained elementary teachers (Report of Education Commissioners, p. 65). And when it is considered that the majority of workhouse schools average under 25 children, they must be considered to be better paid than they would be elsewhere. The workhouse teacher has also the prospect of promotion to the offices of workhouse master and matron, and relieving officer. Even, therefore, if he had no hope of increase of salary his position could not be considered a disadvantageous one. But that hope is afforded him by the graduated certificates, with corresponding salaries, established by your Lordships, the superior grades of which confer both emolument and honourable status among workhouse officials. Those teachers who possess sufficient diligence and capacity to pass a better examination than their first, and to improve the instruction of their pupils, are assured of a fair augmentation of salary from the parliamentary grant.

Expensiveness of workhouse education.

The object of these remarks is to show that the common opinion that workhouse teachers are underpaid, is an erroneous one, and that considering the low degree of qualifications they generally possess on their first appointment, and the small number of children they instruct, they constitute anything but a cheap educational instrument. In my district, indeed, which contains few large workhouse and no district schools, the number of teachers is so out of proportion to that of the children instructed by them that the sum paid to them from the Parliamentary grant amounts to nearly 16*s.* per head on the average attendance in their schools, and cases in which it

reaches from 1*l.* to 2*l.* per head are very numerous. Workhouse education is, therefore, the most costly department of public instruction.

The only means of reducing the expenditure to a reasonable proportion with the amount of work performed, is to diminish the number of teachers, and this can only be effected by a consolidation of the schools, whether by the establishment of district schools, or by merging several small workhouse schools into one.

Means of reducing the expense.

The present system on which the certificates of workhouse teachers are awarded, namely, three classes of certificates, valid for a year only, and capable of being raised or lowered (within certain limits), or even withdrawn, on the report of the inspector as to the instruction of the children, has operated most beneficially in stimulating the teachers to greater diligence, both in self improvement and in the instruction of their pupils. The expectation with which that system was originally framed, that the teachers with certificates of permission or of probation would rise to the grade of competency, has not been fulfilled, as the majority of them possess neither the capacity nor the leisure to pass the examination required for obtaining that certificate.

Effect of the system of certificates.

In addition to the variations in the teachers' salaries consequent on changes in their certificates, there is a further fluctuation in their remuneration, occasioned by the fact that the minimum alone is a fixed sum, while the increase to which it is subject, up to a very rarely attained maximum, is produced by a capitation grant on the average daily attendance of the children for the year. The objections to this mode of apportioning the salaries have been so frequently stated, both by myself and my colleagues, that I should hesitate to repeat them in this report, even if further comment had not been rendered superfluous by the strong condemnation which it has received from the Commissioners on Popular Education (see Report, p. 361).

Variation of the teachers' salaries according to the attendance in their schools.

## WORKHOUSE SCHOOLS.

The impression produced on the mind of a visitor by an ordinary workhouse school is, it cannot be denied, anything but exhilarating. To a person accustomed to enter the cheerful doors of a National school it would, indeed, be positively painful; and even a familiarity of many years' duration with schools of this description, at the same time that it reveals many interesting features in the characters of the children, is insufficient to blunt the sense of prison-like confinement and

General aspect of a workhouse school.



want of spring and life created by the aspect of the place and of its inmates. Most workhouse schools open into a court enclosed by a high wall, with a circular swing in the centre, which affords the children an invigorating and popular exercise. The school-room is generally 20 feet long by 10 broad, and 10 or 11 feet high, imperfectly ventilated by means of openings under the ceiling and by perforated zinc tubes, which traverse the room from wall to wall. The windows are generally small and square, and if they should happen to look on any of the adult yards, are darkened by whitewashing the glass. During the dark winter days the instruction of the children is much hindered by want of light, while their health and spirits are affected by the closeness occasioned by the lowness of the room. The girls are generally not unbecomingly dressed, but unnecessarily disfigured by cropping their hair, a practice which marks them as workhouse girls when placed in service. Some boards of guardians have been considerate enough to allow their hair to grow to an ordinary length before they place them in situations. The boys, besides being hideously cropped, are disfigured and degraded by a dress which seems as if it had been specially designed to humble them, and impress on their minds and on the minds of others that they are paupers. The material of which it is composed has the further demerit of an intolerable and probably unwholesome smell until it has been several times washed. On a closer view of these children, the visitor is frequently pained by seeing several idiots, cripples, or children disfigured by scrofula, or severe burns in the face, the consequence of the neglect to which they have been exposed in their infancy.

Character of  
pauper chil-  
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It would, however, be eminently unjust not to add that this description must be qualified by many exceptions; that the general desire of boards of guardians, especially of late, has been to improve the school-rooms and playgrounds of the children, and to afford them amusement and exercise; and that the pauper garb of the boys has been, in several workhouses, exchanged for a neat blue tunic, which costs no more and lasts longer than the former, and when accompanied by military drill, produces a remarkable improvement in their appearance. Nevertheless these cases are far from being sufficiently frequent to affect materially the description I have given of a an ordinary workhouse school. It is difficult, therefore, for a casual or unfrequent visitor to such schools not to be unduly impressed by the outward aspect of things, and not to imagine the children to be more unhappy and degraded than they actually are. And hence it is, I believe, that while their physical and moral condition has been steadily

improving during the 15 years of my official experience, they are still described by popular or philanthropic writers in the dark hues of the report of the Poor Law Board for the year 1841, or of the earlier reports of Her Majesty's inspectors of workhouse schools. It is my decided conviction that they are as happy as other children, and that there is no innate depravity in their characters. Further experience has, moreover, confirmed the opinion which I expressed in my earlier reports, that the tendency of their minds is rather towards good than evil; and that their docility renders them peculiarly susceptible of the influence of a superior and sympathetic moral nature. They are also remarkably free from the most odious vice of boys of the middle and upper classes, the tyranny of the strong over the weak; and it is touching to behold with what gentleness and tenderness they attend upon the weak and helpless among their number. Their chief defect indeed springs from the very excess of these good qualities; a want of individuality of character engendered by the seclusion in which their lives are passed and their constant subjection to discipline and authority. Hence they are more susceptible of external influences than the children of the independent poor; and when freed from the control under which they have been reared, and launched into the wide world, they do not possess sufficient moral stamina to resist the reaction produced in their minds by unaccustomed liberty and novel temptations. The course of their future lives, consequently, depends to a great degree on their first start, on the character of the employers under whom they are placed by the guardians. This is especially the case with the girls, and the ruin of many of them may be traced to error or negligence in selecting situations for them. Perhaps the greatest improvement in the condition of pauper children that has taken place during my official connexion with them has arisen from the increasing attention bestowed on this subject by boards of guardians.

In my reports for the years 1849 and 1857, I endeavoured to describe the general characteristics of the instruction imparted in workhouse schools, at those respective periods. In the former, however, it was my principal object to explain the improvements which I was desirous of introducing, while in the latter I confined myself to describing the actual state of the schools. Perhaps it may be on account of the different intentions with which these two reports were composed, that the former appears to imply a higher standard of workhouse education than the latter. Possibly, also, the experience acquired during the eight years which intervene between the two reports,

may have somewhat lowered my conceptions of what is practicable in the existing state of pauper education, and cast a more sober hue over the latter report. But, although several schools which owed their excellence to exceptionally high abilities in their teachers, have since declined under inferior management, the general average, if tested with reference to the essentials of instruction, will certainly not be found to have been lowered if it have not materially risen. On comparing the two periods I think I may confidently affirm that there are a greater number of schools in the latter than in the former, in which reading, writing, and arithmetic are taught in such a manner as to be of use to the children in after life ; and that while, in their religious instruction, less importance is attached than formerly to the purely historical portions of Scripture, its moral and religious teaching, and its saving spirit, are more vividly, and I trust more durably, impressed on the minds of the children. I may, perhaps, be permitted to add that, being aware of the inevitable influence which the peculiar line of examination adopted by the inspector must exercise on the teaching imparted to the school, I have, to the best of my ability, framed my questions with a view to that result.

The fluctuating portion of workhouse schools, consisting of the children whose parents are in the receipt of in-door relief during the winter months, has sensibly diminished in the course of my official experience ; but it still continues to form the chief embarrassment of the teacher, owing to the extreme ignorance of the majority of the children composing it, few of whom attend any school when out of the workhouse, or learn anything when they do so ; in consequence of which they return to the workhouse after their absence during the summer months with hardly any trace of the instruction previously received, so that the task of the teacher with respect to them is a truly disheartening one. Even in this class, however, I am able, when looking back to the earlier years of my experience, to report a perceptible improvement. I find of late years a greater proportion of children who have attended schools out of the workhouse, especially in towns ; and greater evidence that they have done so to some purpose. I have even met with several instances of children of labourers who have been taught to read, write, and sum fairly by their parents ; a far more hopeful symptom of progress ! When, however, the importance attached in this country to religious instruction as the foundation of education is considered, and when it is borne in mind how much easier it is to make a child a Christian than to teach it to read, write, and sum, it is surely



a proof that there is something unsound in our educational machinery, that religious instruction should be precisely the point on which these children are generally most lamentably deficient ! All the doctrines of christianity may be taught orally to children who do not know a letter ; and if this be possible, it surely ought to be done. With regard to the children who attend no school this deficiency needs no explanation ; but with regard to those who do, I am disposed to think that it may be in great measure accounted for by an error which I have found to prevail extensively among teachers and other persons connected with the education of the poor. I mean the error of considering the commandments and the creed as part and parcel of the catechism ; and, consequently, the pernicious practice of teaching them only to those children who are sufficiently advanced to be what is called "in the " catechism." The usual answer to the question, "why do " not these children know the commandments ?" is, "they " have not yet begun the catechism ;" and it appears to strike the teachers as a novel idea, when they are told that the commandments are not part of the catechism, though they have been included in it. It is no doubt, in consequence of this confusion of ideas that I have found the children of dissenters generally unacquainted with them. It has been my constant endeavour to dispel this delusion from the minds of the teachers ; and I have taken every opportunity of placing before them the importance of teaching the creed, the commandments, and the Lord's prayer to every child, whose parents belong to the Church of England, on its first entering the school, so that if it learn nothing else, it may at least become acquainted with its duties to God and man, and the doctrines of christianity.

It is no more than justice to the teachers to state that I have rarely to complain of this duty being neglected, though they often omit to question the children with sufficient simplicity to enable them to understand the meaning of what they learn. I have also rarely to complain of the lower classes being neglected, and I think that the proficiency attained by very young children in the essentials of instruction is the most gratifying result afforded by workhouse schools.

I have the honor to be, &c.

H. G. BOWYER.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, JOSHUA RUDDOCK, Esq., on the PAROCHIAL UNION SCHOOLS inspected by him in the Counties of BERKS, BUCKS, CORNWALL, DEVON, DORSET, GLOUCESTER, HANTS, MONMOUTH, OXON, SOMERSET, and WILTS, and in SOUTH WALES.*

MY LORDS,

Bath, January 1862.

My report for the past year includes the whole of the South-western district, as it was allotted to me on the 19th January 1848, and also the new portion assigned by letter of 14th June 1861.

I have visited 146 unions and 2 district schools, comprising 227 schools under separate teachers. The number of children under instruction was,

In boys' schools -	-	-	-	-	2,381
In girls' schools -	-	-	-	-	2,742
In mixed schools -	-	-	-	-	2,636
Total	-	-	-	-	<u>7,759</u>

of these there were 1,259 over 12 years of age ; but it must be remembered that this number includes a large proportion temporarily disabled by sickness or physically unfit for hard work. 1,573 children were receiving special industrial training at a cost to the State of 2,550*l.* 3*s.* : the contribution of the guardians to this purpose I should estimate at about an equal amount.

I have also visited five ragged and industrial schools, three of which, having been certified under the Industrial Schools Act, will be withdrawn from my inspection during the current year.

Neither in point of instruction, discipline, nor neatness are these latter schools on a par with an ordinary workhouse school, where the attendance is necessarily regular and the control complete,

Throughout the whole of my original district there is a steady improvement in the school buildings. In very many instances during the past year entirely new school-rooms have been built ; and in a much larger number improvement has been effected by the removal of the schools to more eligible quarters in the same house. Looking back for the last 15 years, it will be more easy for me to point out those places

where no improvement has taken place, than those in which some change for the better (often at considerable expense) has not been effected; the guardians having willingly adopted any suggestions made by the Poor Law Inspector or myself. In carrying these out also local experience has been judiciously brought to bear in deciding upon what would be the best for the children.

The buildings at Portsea Island Union are not yet completed; but I am informed that the children may occupy them early in the spring.

They are well designed, and afford every convenience for intellectual and industrial training.

The school-rooms throughout the district are thoroughly ventilated and sufficiently well lighted; in fact, in these two features they compare advantageously with many of the ordinary village schools.

The supply of books and apparatus I have in all cases found adequate, nor am I aware that any reasonable suggestion made to the guardians has been refused or neglected by them.

I have only to complain as in former years, that the care taken by teachers of the books, &c. committed to their charge, is not commensurate with the general liberality of the guardians. In this respect workhouse schools do not appear in so favourable a light as the majority of out-door schools. It may be that in most cases, in the latter, the books, &c. are purchased by the children themselves, they have an individual interest in preserving them from injury, which does not exist in the case of the former. For this reason it is more incumbent upon the teachers to guard against the books being unfairly used, and, as mentioned in my previous report, the visiting committee in each week might inspect the school apparatus as they do the clothing stores. This would check a great amount of waste.

In many of the unions of Gloucestershire, Monmouthshire, and South Wales, there are good school buildings; I would instance Stroud in Gloucestershire, Newport in Monmouthshire (with its separate school at Caerleon), and the boys' school at Cardiff. New school buildings are in course of erection at Swansea well adapted for the purpose.

When the regulations of the Poor Law Board are duly observed there cannot be any necessary hurtful intercourse between the children and the adult inmates, except in the common kitchen, or in the sick wards; but in these latter however, it is now of rare occurrence. These rules I have found in nearly every case more rigidly adhered to than in former years.

Classification.



## Teachers.

Among the teachers the changes have been rather higher than during the year 1860, but upon a par with the three previous years, viz.:—

Masters	-	-	-	-	-	-	25
Schoolmistresses	-	-	-	-	-	-	33
Total	-	-	-	-	-	-	58

I have often animadverted upon the pernicious effect of basing a considerable portion of the teacher's salary upon the average attendance of scholars. My opinion remains unaltered. I believe that this opinion is shared by my colleagues.

## Industrial training.

The subjoined Table gives details respecting the children under special industrial instruction:—

Gardeners.	Tailors.	Shoemakers.	Sempstresses.	Laundresses.	Cooks.	Bakers.	Drill Masters and Superintendence.	Amount from Parliamentary Fund paid for Industrial Instruction.	Acres of Land under Cultivation.	Number of Children receiving Industrial Instruction.
24	18	20	10	23	2	1	13	£ 2,550 s. d. 3 0	170	1,573

It does not include those who receive industrial training from their ordinary teachers.

The sum paid for special industrial training according to the abstract given above, is 2,550*l.* 3*s.*; is distributed among 49 unions, and 2 district schools; and contributes to the effectual training of 1,573 children. This number is 20 per cent. of the whole number of children in attendance.

The schools not in workhouses which I have visited this year have been,

## District ragged and industrial schools.

Reading and Wokingham District School, at Wargrave.  
 Farnham and Hartley Wintney do. at Cronwall.  
 Wycombe Union and Industrial School, at Bledlow.  
 Pennywell Lane Certified Industrial School, at Bristol.  
 Oxford Union Industrial School at Cowley.  
 Cardiff Ragged School.  
 Gloucester Ragged and Industrial School.  
 Cheltenham Ragged and Industrial School.  
 Park Row Industrial School at Bristol.  
 St. James' Back Ragged School at Bristol.

## Pupil-teachers.

There are 15 pupil-teachers in the district, whose general character and conduct have been satisfactory, and their services very beneficial to the schools in which they have been engaged.

I annex the usual table of the number of children on the workhouse books (Appendix A., No. 1), and also the table of the number of children under instruction (Appendix A., No. 2). General considerations.

In the year 1861 there were 7,865 children on the registers of the original district assigned to me; this is an increase of 765 upon the year 1860.

The total number on the books of the entire district which I have inspected during the past year was 9,559. The gross number of paupers being 21,522, the children form 44 per cent. of the whole.

The total number of children of both sexes over 12 years of age is 1,259, being 13 per cent.; this includes all the cripples, the deaf, the dumb, and the blind, and those temporarily incapacitated by illness and other causes from undertaking the ordinary duties of life.

The children under seven are 2,205, one-fourth of the whole.

From Appendix A., No. 2, it results that the total number of admissions and discharges added together slightly exceeds double the whole number in average attendance during the year.

Appendix B. is a summary of the children placed out to service during the three years ending Lady Day 1861, from 128 workhouses in the south-western and South Wales districts.

The total number so placed out is 3,361; the total average attendance is nearly 6,000 during these three years; half that number have been placed in a condition to earn their own living. The average age of these children is 13; 79 per cent. are known to be doing well;  $8\frac{1}{2}$  per cent. known to be doing fairly; of 6 per cent. the ultimate career is unknown; and  $6\frac{1}{2}$  per cent. are known to be doing badly.

I have the honor to be, &c.

JOSHUA RUDDOCK.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

## APPENDIX A.

## SUMMARY, 1861.

COUNTIES, &c.	No. of Children on Workhouse Books.					Total No. of Inmates in each Workhouse.	Proportion per cent. of Children to Total Number.	No. of Children receiving Instruction.				Not in School.		
	Boys.		Girls.		Infants under 2			Total.	Boys.	Girls.	Infants.	Total.	Infants under 2 Years.	Others.
	2 to 9	9 to 16	2 to 9	9 to 16										
Berkshire - (Wycombe) -	137	180	133	191	52	693	1,427	—	298	273	—	571	52	70
Buckinghamshire -	22	30	19	39	9	119	174	—	49	55	—	104	9	6
Cornwall -	178	80	175	134	123	690	1,596	—	245	270	—	516	123	51
Devonshire -	298	197	267	155	147	1,064	2,741	—	168	356	—	786	131	131
Dorsetshire -	110	79	88	90	57	424	885	—	168	160	—	328	57	39
Gloucestershire -	132	83	117	78	43	453	1,308	—	179	149	—	323	43	82
Hampshire -	338	353	349	345	137	1,533	3,591	—	619	610	—	1,229	137	167
Oxfordshire -	81	141	76	110	41	449	856	—	195	168	—	363	41	45
Somersetshire -	355	273	312	213	140	1,293	2,806	—	530	443	—	973	140	180
Wiltshire -	193	159	232	142	117	848	1,743	—	342	324	—	666	117	65
District Schools -	1,859	1,575	1,708	1,498	866	7,566	17,132	—	3,056	2,808	—	5,864	866	836
	54	91	43	88	21	299	656	—	119	109	—	228	21	50
	1,913	1,663	1,813	1,586	887	7,865	17,788	—	3,175	2,917	—	6,092	887	886
New District.														
Gloucestershire -	133	130	133	119	63	604	1,497	—	226	225	—	451	69	84
Monmouth -	74	63	83	64	48	332	798	—	107	118	—	225	59	59
South Wales -	181	152	159	150	116	733	1,439	—	274	261	—	535	116	107
	333	345	395	333	233	1,694	3,734	—	607	604	—	1,211	233	250
Old District	1,913	1,666	1,813	1,586	887	7,865	17,788	—	3,175	2,917	—	6,092	887	886
New District	388	345	395	333	233	1,694	3,734	—	607	604	—	1,211	233	250
Total -	2,301	2,011	2,208	1,919	1,120	9,559	21,522	—	3,782	3,521	—	7,303	1,120	1,136



## SUMMARY, 1861.

[illegible]

## APPENDIX B.

SUMMARY of CHILDREN placed out to Service from the South-Western District, for the Three Years ending Lady Day, 1861.

Number of Unions in each County or District.	Names of Counties and Districts.	Average Number of Scholars in Attendance at School during Year ending Lady Day, 1861.	Number of Children placed out to Service during Three Years ending Lady Day, 1861.	Average Age of Children when placed out.	Doing well.	Fairly.	Badly.	No Return, or subsequent Career unknown.	Number of Children who have retained the same Place.	Number of Children who have removed to other Places.	Number of Children who have returned to Workhouse.
10	Berkshire -	529	271	13 $\frac{3}{4}$	222	18	19	12	144	99	16
12	Cornwall -	514	324	11 $\frac{1}{2}$	251	23	30	20	171	100	33
18	Devonshire -	689	639	11 $\frac{1}{2}$	517	64	26	32	370	198	39
11	Dorsetshire -	333	163	13	129	11	10	13	74	59	17
20	Hampshire -	1,106	444	13 $\frac{1}{2}$	370	29	22	23	268	121	32
8	Oxfordshire -	374	175	13 $\frac{3}{4}$	129	23	18	5	102	54	14
17	Somersetshire -	867	630	12 $\frac{3}{4}$	500	52	45	33	302	232	63
17	Wiltshire -	596	256	13	213	12	13	18	142	83	13
12	South Wales District -	472	237	12	142	38	26	31	118	57	31
2	Gloucestershire (Bristol and Clifton) -	379	188	13	156	7	13	12	129	39	8
1	Buckinghamshire (Wycombe) -	85	34	14	23	6	3	2	18	12	2
128	Total -	5,944	3,361	—	2,652	283	225	201	1,838	1,054	268

GENERAL REPORT, *for the Year 1861, by Her Majesty's Inspector, T. B. BROWNE, Esq., on the PAROCHIAL UNION SCHOOLS, and on the RAGGED SCHOOLS, inspected by him in the NORTH-WESTERN DISTRICT of ENGLAND, and in WALES.*

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MY LORDS,

January 1862.

I AM enabled to report that progress has been made in the education of pauper children during the past year, as on many former occasions. Schools have been organized for the first time in the Fylde, Guisborough, and Conway workhouses: the number of unions is far from inconsiderable in which the character of the education will, I am persuaded, bear a fair comparison with other schools for poor children, whether paupers or not, under similar circumstances; and I continue to receive, with rare exceptions, very favourable accounts of the conduct of children who have been duly cared for, so far as they have been traced after leaving the workhouse.

I propose to arrange my report for the past year under two heads:—1. Education in workhouses; 2. Education in district or separate schools, detached from the workhouse, and results.

I. I have endeavoured for many years to induce persons connected with the education of pauper children to make the best use of existing means; believing that extensive changes would be difficult to carry out, might never happen, and, if they should happen, might not produce the effects anticipated from them.

There is reason to believe that very exaggerated notions prevail as to “the contaminating influences,” “the moral poison” of the workhouse, just as very exaggerated notions prevailed some years since as to the extent of pauperism. Children in workhouses are, doubtless, exposed to temptations, but so they are everywhere; often, it may be, to greater temptations than they are likely to meet with in the workhouse, and, whatsoever the temptations of a workhouse school may be, as it is certain that many children have overcome them, it may be hoped that what many have already done more may do. The distinction between a district school and a workhouse is not that temptation is absent in the one case and present in the other, but that the temptations in the two cases are not precisely of the same kind; it is by no means clear that those of the workhouse always preponderate.



I submit that it has not yet been proved that pauper children assembled in large numbers in a single building are more effectually emancipated from pauperism, vice, and crime, than those dispersed in several well-arranged workhouses under competent teachers.

It is seldom just to condemn indiscriminately, and this remark applies with peculiar force to union schools, for they differ in every possible way. In endeavouring to estimate these differences and to account for them, some allowance must be made for badly-arranged buildings, occasionally such as to render even a tolerable classification of the inmates impracticable. The later workhouses, having been built with a knowledge of the defects of the earlier, are usually the best-arranged, and many of these are in the North of England, where pauperism never prevailed so extensively as in the South, and where, apparently, there is a greater energy of character, and, possibly, a higher average of mental capacity. This remark at least has occurred to me on visiting for the first time unions in Worcestershire, after having been long familiar with those in Yorkshire and Lancashire. In one Worcestershire school, Shipston-upon-Stour, where the children were taught particularly well by a northern teacher, I observed a high average of attainments rather than of intelligence. The workhouse is not new, and the arrangements are unfavourable to complete classification of the inmates.

There are still many unions without proper workhouses, and also many in which there are not children enough to form a school; in others the guardians seem not to be sufficiently interested in education to care whether the teacher's qualifications are good or bad; when due allowances are made for all these inevitable deductions, it will be acknowledged that the number of union schools in which pauper children are fairly taught is really large, and in several the character of the education afforded is excellent. It should be observed further that in pauper, as in National schools, children often do not stay long enough to be satisfactorily educated, in consequence of the demand for juvenile labour. Schools of a character varying from fair to excellent may well be combined in a general report, because the variation depends upon the qualifications of the teacher; and, although the services of a fair teacher may commonly be secured by taking a little trouble, an excellent one is a happy accident, only to be met with at intervals.

There are four union schools in Northumberland, and those the four largest in the county, at Berwick-upon-Tweed, Hexham, Newcastle, and Tynemouth, in which the character of

the education and general training of the children varies from fair to excellent. The schools at Newcastle and Tynemouth, however, may be considered as detached or separate from the workhouse, although close to it.

In Cumberland, Westmoreland, and Durham there are schools deserving creditable mention, varying in character from fair to excellent, in Carlisle, Penrith, Longtown, Whitehaven, Wigton, Cockermouth, Kendal, and Durham unions, and at Auckland great improvement has been effected by a teacher lately appointed.

In Yorkshire, the union schools at Hull, Sculcoates, Patrington, Bradford, Ripon, Selby, Wakefield, Wortley, and the boys' school at Doncaster, deserve creditable mention; and in Lancashire, those at Salford, Chorlton, Bolton, Preston, Warrington, West Derby, and the boys' schools at Ulverstone, Toxteth Park, and Wigan.

In Cheshire and Shropshire the schools in Altrincham, Northwich and Great Boughton unions, the boys' school at Chester, which has long been excellent, and the schools at Atcham and Ludlow, are of a creditable character.

In Herefordshire and Worcestershire the schools in the Ross, Kington, and Shipston workhouses, and the boys' school at Stourbridge are satisfactory.

In the course of the past year I visited all the union schools in Wales with the exception of those in Cardiganshire, although Radnorshire is now the only county in South Wales in my district. The schools in Hawarden, Holywell, St. Asaph, Bangor, Llanfyllin, Montgomery, Cardiff, Merthyr Tydfil, Pembroke, Carmarthen, Llanelly, and Llandilo Fawr workhouses are all in a creditable state.

In addition to the schools I have named, many others might be mentioned differing from them only by shades, or in consequence of circumstances more or less accidental.

The following unions are still without workhouse schools: Belford, Bellingham, Morpeth, Haltwhistle, Rothbury, Alston, Brampton, West Ward, Chester-le-Street, Easington, Houghton-le-Spring, Sedgfield, Teesdale, Weardale, Bainbridge, Bedale, Helmsley, Leyburn, Northallerton, Reeth, Richmond, Scarborough, Stokesley, Beverley, Bridlington, Barwick, Hemsworth, Keighley, Knaresborough, Pateley Bridge, Penistone, Sedbergh, Skipton, Caton, Chorley, Clitheroe, Garstang, Haslingden, Lancaster, Todmorden, Newport, Bromyard, Leominster, Pershore, Tenbury, Upton-on-Severn, Anglesey, Holyhead, Pwllheli, Llanrwst, Bala, Corwen, Dolgelly, Festiniog, Machynlleth, Presteign, Rhayader, Brecknock, Builth, Hay, Llandovery, Newcastle-in-Emlyn, and Gower.

In many of these cases the number of children in the workhouse is too small to make it worth while to form a school, often because the workhouse test is imperfectly carried out; consequently the children are sent to school out of the workhouse. Sometimes, as at Barnard Castle in Teesdale union, they are very well taught, but in general, I think, this practice has not been found to succeed. In several unions there is no school for pauper children because there is no workhouse. The number of workhouses, however, is continually on the increase.

Pauper children, from the Barton, Bury, Prestwich, and Rochdale workhouses go to the Swinton separate school, near Manchester; from Bridgenorth, Cleobury Mortimer, Madeley, and Seisdon workhouses to the South-East Salop district school at Quatt, and from the Dore workhouse to that at Hereford, for education.

It should be observed, in justice to workhouse schools, that many children in them suffer from some defect, bodily or mental. I conceive that the proportion of such children to the others in attendance must be larger than in ordinary schools, as the workhouse is naturally the resource of the feeble in intellect, the lame, the maimed, the deaf, and the blind. Scrofulous complaints are also very common among workhouse children. When allowance has been made for all these deductions, after full investigation of the subject, and when the reasons for the extraordinary differences between one workhouse school and another have been clearly ascertained, it will perhaps appear surprising that so much has been accomplished.

The great misfortune of pauper children is, I am persuaded not so much the demoralization to which they may be exposed in workhouses, as the reluctance of many guardians to educate them properly. An inspector who visits a workhouse school and a ragged school can hardly fail to perceive that, although his office bears the same name in both instances, he really appears in two distinct characters. At the workhouse he has to ascertain whether guardians do their duty to pauper children; at the ragged school benevolent managers look to his visit as the means to obtain a grant of public money, much needed, on certain recognized conditions.

It is clear, from well-ascertained facts, that the children in some workhouses enjoy extraordinary advantages over those in others. The minimum of demoralization therefore has not been reached in many of these buildings; few, possibly, are so well arranged and well managed in all respects as not to be susceptible of some improvement; but the removal of all



children from workhouses is evidently impracticable, whereas the interval, wide as it is, which separates the worst workhouses from the best, may be lessened or wholly removed by ordinary efforts.

II. The separate schools, detached from the workhouse, for the pauper children of Liverpool, Manchester, and Leeds, have been referred to in many annual reports; the schools for the pauper children of Newcastle-upon-Tyne, Tynemouth, and Dewsbury are also detached; in Wellington union, Salop, the children have a separate workhouse assigned to them; and I now inspect the South-East Salop district school at Quatt. Of the Quatt School I am enabled to give a very favourable report; the management appears to be very judicious, the buildings are simple in their character, and could not have cost an extravagant sum, the numbers are not too large, not so large indeed as in some workhouses, and the evils of divided authority, which have proved so serious elsewhere, have been avoided by the obvious expedient of appointing the same person head-master and governor. The attainments of the children were found to be very creditable to their teachers, and great attention has been paid to industrial training, and to fitting the children for useful employment. Quatt may deserve the character of a model district school, but I am not sure that anything has been done there which has not been done in several workhouses.

In proof of this, a comparison may be made between the Quatt district school and the workhouse school at Berwick-upon-Tweed. The two schools are managed on opposite principles. Children are sent from several workhouses to Quatt; at Berwick, pauper children, not workhouse inmates, are sent from the town to the workhouse school as day scholars. If there really were that hopeless contamination in workhouses of which so much has been said, it is impossible that Berwick, which has no advantages over Quatt in the qualifications of teachers, could bear a comparison with the district school.

At Quatt, 53 boys and 29 girls were present in the senior school at my last visit, and 76 children in the junior school. At Berwick 22 boys and 33 girls were present in the senior school, and 20 infants in the junior school. The Quatt school was therefore rather more than twice as large as that at Berwick.

At Quatt, 73 children out of 158 read the Scriptures, or nearly one half; at Berwick, 27 out of 75, or more than one third of those present. The religious instruction was good in both schools. 101 children in all could read at Quatt, and 60

at Berwick; 103 could write, and 99 cypher at Quatt; at Berwick, 65 could write and 45 cypher. Geography, English history, and grammar were taught successfully to many in both schools; in spelling alone Quatt had decidedly the advantage, as 19 children there wrote a sentence correctly from dictation, and 4 only at Berwick.

It appears from a return ordered by the House of Commons, that 64 boys and 60 girls who had been at Quatt for not less than two consecutive years, left that school during the ten years ending 31st December, 1860. Of these, 8 boys and 9 girls returned to workhouses from causes not involving their own misconduct, and 4 boys and 6 girls by reason of their own misconduct, but it is added that these ten last mentioned subsequently obtained situations.

From Berwick workhouse I have obtained a list of the children whose names were entered on the Berwick school books, whether for a long or a short period, and whether inmates or day scholars, who were discharged in the interval from the 31st December 1855 to the 1st January 1861. The name of every child will be found in the Appendix to this report. In all, 46 boys and 72 girls were discharged. It does not appear that one of these boys has returned to the workhouse, but the accounts received of four of the number are stated to be more or less unsatisfactory. Of the 72 girls, 12 returned to the workhouse after their first discharge, and one other is stated to have behaved ill. But of the 12 who returned to the workhouse eight subsequently obtained situations or left with relatives, and one, still an inmate, has been a cripple from her birth, so that four only are known to have behaved ill in a greater or less degree. The comparison is not complete, as I do not know the number of children who were at Quatt for a shorter period than two consecutive years, and the Quatt return extends over 10 years instead of five, but if due allowance be made for these conflicting uncertainties, I submit that the comparison is not unfavourable to Berwick.

I have been informed that 241 boys and 219 girls left the Cockermouth workhouse during the last five years, of whom 61 boys and 54 girls were re-admitted during the same period, some as often as four or five times.

It is stated that 34 boys and 27 girls left the Wigton workhouse for service or other industrial occupation during the same period, of whom one boy only returned through his own misconduct, and two boys for other reasons.

At Durham it was stated that of the pauper children put out in the world by the guardians only one girl returned to the workhouse as a pauper during 12 years.

I had intended to obtain returns from many unions as to the results of workhouse education, and the conduct of pauper children when discharged from the workhouse and left to themselves. But as I find that 198 children, from the age of three to 15, were admitted into the Liverpool workhouse in the single month of October 1861, and that 118 were discharged during the same period, it must, I conceive, be impracticable to trace many children in the populous unions.

I understand, also, that many young persons frequently go to the workhouse for a short time because they have no other place to go to, when they happen to be unemployed, without being permanent paupers, or likely to become such. The remark of a schoolmaster who has taught the pauper children at the Sculcoates workhouse for more than 14 years is, I believe, substantially correct, that, as far as his experience went, they turned out very like other children,

The conduct of the Doncaster boys at my last visit shows that the listless apathy observable among the children in workhouses where the classification is defective, and the teacher incompetent, may easily be overcome; when I left the school-room they crowded around me, and eagerly asked whether they had passed a good examination; as I was enabled to answer in the affirmative, they gave three hearty cheers.

1. The point which, as I believe, due inquiry would fully establish is this: that nothing is done in a district school which is not also done in a well-arranged and well-managed workhouse; and that where the comparison can be fairly made, the children will be found to turn out nearly, or quite as well, in the one case as in the other—sometimes even better from the workhouse school. But I submit that it is unjust to compare a well-managed district school with a badly-managed workhouse, and infer from that comparison that all workhouse schools must be bad. Unless it can be shown that the district school is decidedly more successful than the workhouse in emancipating children from pauperism, vice, and crime, and to do this it is necessary to account for all the children who have been admitted to the district school, and not only for the select few who have been provided with places by the guardians, it is evident that the district school is an unnecessary expense.

2. The district school is inapplicable to the thinly-peopled agricultural unions of the North Riding, Wales, and elsewhere, on account of the distance which the children would be required to travel. Their relatives, as well as many guardians, would often object to their being sent from the workhouse on this ground alone, and thus many children would either be



deprived of education, or be educated in the workhouse as before. In the populous unions many children would be detained in the workhouses, and not sent to the district school, on account of the uncertainty of their stay.

For this reason there have always been schools in the Manchester and Liverpool workhouses, notwithstanding the proximity of the separate school in each instance.

3. District schools, on account of the large numbers of children assembled in them, are liable to evils of their own, from which the smaller workhouses are comparatively free. It might reasonably be anticipated that, when many children are collected together from the streets of large towns, some at least would be found familiar with every kind of vice, and facts have justified this anticipation. The children are always together night and day, they are the creatures of their school, having no homes to counteract its influences, and the taint of evil, originating perhaps with a few, may easily spread to an indefinite extent. The influence of a teacher, however excellent he may be, is apt to be lost in a crowd, and the voice of the school, where large numbers act together, may become more powerful than his. This objection to huge boarding schools for pauper children, for such district schools really are, has been referred to in previous reports, and has been recognized by the managers of Mettray, and other friends to the education of poor children. I am not aware that it has been satisfactorily answered. The ragged school which approaches as nearly to the character of a model for others as any that I know,—that for girls in Wellington Road, Liverpool,—is a small one; 46 girls only were present at the last inspection.

It is observed that, when any sudden pressure of distress happens, children come to the workhouses in crowds who are unable to read or write, and ignorant of the first principles of religion. The work to be done is plainly immense. Multitudes have not yet been reached by any of the efforts made for their improvement, and therefore it is very important that existing means of education should not be wasted or hastily condemned, especially as it is certain that much good has been done by workhouse schools, and as it has not been proved that any other arrangement could be easily adopted, or that if adopted, it would meet with more success.

I have the honor to be, &c.

T. B. BROWNE.

*To the Right Honorable*

*The Lords of the Committee of Council on Education.*

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APPENDIX.

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LIST of CHILDREN whose Names have been entered on the Berwick-upon-Tweed Workhouse School Books, and who have been discharged between 31 December 1855 and 1 January 1861.

Furnished by Mr. W. Nesbit, the schoolmaster, who, in forwarding it, says, "Those children who were discharged from the infant school I have not named, as they were mere infants, and many of them have gone to other schools. A few of the elder children I have not been able to trace, and they have no remarks opposite their names. The others I have described as far as I have been able."

## INDOOR BOYS.

Henry Crow did not behave well; is now working in coal mines.  
Archibald Stewart is working in coal mines.  
William Crossroot behaved badly; is now on board a ship of war.  
John Burn was doing well until he died.  
Andrew Magee, a stupid boy, has not stayed well in his service.  
Walter Burns, a good boy, is doing well.  
Robert Downie went to a brother.  
Thomas Pattison went to a sister.  
Percy Sheldon went away with his mother.  
Andrew Tully was working in coal mines until he died.  
Henry Cunningham is apprenticed to a shoemaker, and behaves well.  
George Pattison is a farm servant, and behaves well.  
William Fox absconded; was working in coal mines when last heard of.  
George Brown, same as William Fox.  
Kenneth Muris went away with his mother.  
Robert Binning was a good boy; left with his parents.  
William Davis is apprenticed to a baker; behaves well.  
John Gilchrist was a good boy; lives with aunt, near Shields.  
George Livingstone was a good boy, but has a bad father, with whom he travels as a vagrant.  
John King is a farm servant, and behaves well.  
Peter Rock left with his mother, who was a most violent woman.

## INDOOR GIRLS.

Girls marked thus (\*) were inmates of the workhouse within the above-mentioned periods, after their first discharge.

Mary Jane Tweedle was engaged as a servant, and did well.  
\* Jemima Gillie returned to the workhouse with an illegitimate child.  
\* Fanny Sutherland is a servant at Tweedmouth.  
\* Jemima Sutherland is engaged in field labour.  
\* Barbara Taylor went to Newcastle to a married sister; behaved well.  
\* Elizabeth Bolam went to a situation in Newcastle; was a good girl when in school.  
Robina Palmer was engaged as a servant by an aunt at Hartlepool.  
\* Hannah Thompkins behaved well until she died.  
\* Margaret Kent is engaged as a servant; behaves well.  
Catherine Pattison went to a sister; was a good girl.  
Mary Palmer behaved badly; is now in a situation in the neighbourhood.  
\* Bridget Macdonald was engaged as a servant, but has been in Newcastle workhouse since.  
\* Agnes Barclay had been convicted of crime before she entered the workhouse; behaved badly.

\* Hannah Johnston, a cripple from her birth, is an inmate.  
 Elizabeth Macalpin, a good girl, went to her mother.  
 Eleanor Carr went as a servant to Holy Island, and behaved well.  
 Margaret Gilchrist was a good girl; went to her aunt near Shields.  
 Rachel Thompkins taken out by her mother; is at Corporation's academy,  
 and behaves well.

\* Margaret Fox is engaged as a servant.

Eleanor Paulin assists her mother in needlework in Tweedmouth.

Margaret Paulin is at a boarding school in Edinburgh; both good girls.

Eleanor King is engaged in field labour; a good girl.

\* Mary Ann Rock left with her mother.

Ann Bertram is engaged as a servant, and behaves well.

#### OUTDOOR BOYS.

William Knox is working with his father, and behaves well.

John Henderby is a porter at the N. B. Railway Station here, and behaves well.

Robert Brodie, engaged to a butcher.

David Anderson engaged to a grocer.

Thomas Cockburn, apprenticed to a roper.

David Knox is working with his father, and behaves well.

Ninian Hogg is engaged at an iron foundry.

William Huntley is engaged in field labour.

Robert Moore is engaged in field labour, and behaves well.

George Booth is engaged to a roper; was not well behaved.

Charles Dodds is a pupil teacher in the British school here.

John Stevens.

Robert Thompson went to his grandmother, and was a good boy.

William Brodie is at the British school here.

Thomas Weddell is at the British school here.

Donald Ross.

Benjamin Lindsay went out to his mother.

Thomas Hogg is engaged at an iron foundry.

John Roley is at the Boys' National school here.

William Walsh is a pupil-teacher in the Roman Catholic school here.

Edward Walsh is apprenticed to a grocer.

William Landles is at the British school here.

William Patterson is at the British school here.

James Mackenzie is apprenticed to a painter.

James Finlay is apprenticed to a roper.

#### OUTDOOR GIRLS.

Mary Ann Walters went to an uncle in Dublin; has written to me since, and was then at a boarding school.

Cecilia Jordan is a nursery-maid, and behaves well.

Rebecca Brough was a good girl; is since married to a coach-builder in Alnwick.

Ann Curry is a house servant, and behaves well.

Jane Redpath is a dressmaker at North Shields.

Jane Foreman is a pupil-teacher in this school.

Eliza Gray is living with her mother, and engaged in washing and dressing linen.

Margaret Geddis is in a respectable situation, and behaves well.

Elizabeth Nelson is a house servant, and behaves well.

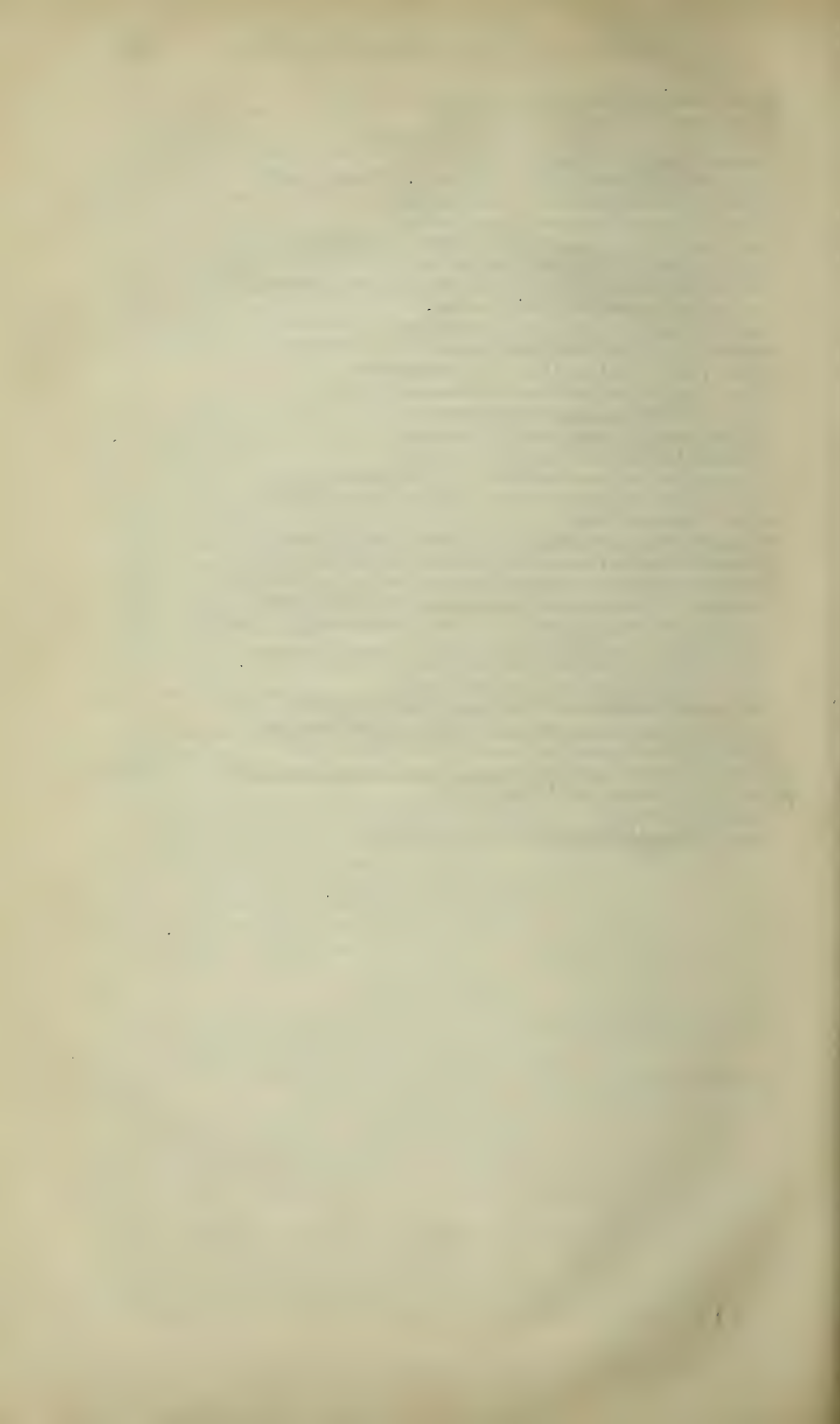
Sarah Foreman is a house servant, and behaves well.

Sarah Stevens is a house servant, and a quiet girl.

Mary Ann Cockburn is a house servant, and behaves well.



Ellen Dickson is a house servant, and behaves well.  
Eliza Curry is living with her mother.  
Margaret Knox is living with her grandmother.  
Elizabeth Burns is living with her mother.  
Margaret Cockburn is a house servant, and behaves well.  
Ellen Cook is living with her grandmother.  
Jane Mossman is living with her mother.  
Mary Bennet is engaged in field labour.  
Grace Herriot is living with her mother.  
Bridget Herriot is engaged as a servant, and behaves well.  
Ann Brodie is living with her mother.  
Martha Mannel is living with her mother.  
Isabella Lindsay is living with an aunt.  
Ellen Whitelaw is living with her grandmother.  
Agnes Hogg is at the Subscription school, Spittal.  
Agnes Moore is engaged in field labour.  
Henrietta Gray is living with her mother.  
Elizabeth Geddis is living with her mother.  
Margaret Darling is a dressmaker, and behaves well.  
Jane Wallace is engaged as a servant, and behaves well.  
Alice Williams is dead.  
Margaret Mather is engaged as a servant, and behaves well.  
Elizabeth Snort is engaged as a servant, and behaves well.  
Mary Ann Huntley is engaged as a servant, and behaves well.  
Euphemia Hills is engaged as a servant, and behaves well.  
Ellen Moore is engaged in field labour; was not a very good girl.  
Mary Riddle is living with her mother.  
Ellen Wilson is living with her mother, and behaves well.  
Margaret Young has an illegitimate child.  
Margaret Chambers is at Hartlepool with her mother.  
Jane Chambers is engaged as a servant, and behaves well.  
Phillis Rule is engaged as a servant, and behaves well.  
Isabella Marshall and Catherine Marshall when last heard of were engaged in field labour, and behaved well.  
Margaret Morton.  
Mary Heslop is living with her grandmother.



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APPENDIX No. 5.

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DETAILED STATEMENT (UNDER COUNTIES) OF SUMS  
EXPENDED FROM PARLIAMENTARY GRANTS.

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Date		Description		Amount	
1870	Jan 1	Balance		100.00	
1870	Feb 1	Received from A. B.		50.00	
1870	Mar 1	Received from C. D.		25.00	
1870	Apr 1	Received from E. F.		75.00	
1870	May 1	Received from G. H.		100.00	
1870	Jun 1	Received from I. J.		150.00	
1870	Jul 1	Received from K. L.		200.00	
1870	Aug 1	Received from M. N.		250.00	
1870	Sep 1	Received from O. P.		300.00	
1870	Oct 1	Received from Q. R.		350.00	
1870	Nov 1	Received from S. T.		400.00	
1870	Dec 1	Received from U. V.		450.00	
1870	Total			2000.00	
1871	Jan 1	Received from W. X.		500.00	
1871	Feb 1	Received from Y. Z.		600.00	
1871	Mar 1	Received from A. B.		700.00	
1871	Apr 1	Received from C. D.		800.00	
1871	May 1	Received from E. F.		900.00	
1871	Jun 1	Received from G. H.		1000.00	
1871	Jul 1	Received from I. J.		1100.00	
1871	Aug 1	Received from K. L.		1200.00	
1871	Sep 1	Received from M. N.		1300.00	
1871	Oct 1	Received from O. P.		1400.00	
1871	Nov 1	Received from Q. R.		1500.00	
1871	Dec 1	Received from S. T.		1600.00	
1871	Total			15000.00	

## APPENDIX No. 5.

DETAILED STATEMENT (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Elementary Schools; in SCIENTIFIC APPARATUS, BOOKS, MAPS, and DIAGRAMS; and in ANNUAL GRANTS;—between years 1833 and 1861, inclusive.

\* \* \* Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.

## ENGLAND.

NOTE.—N.S. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial School*; and P.U., a *Parochial Union School*.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.	
	Amount.	Date of Payment.			
BEDFORDSHIRE.					
	£	s. d.	£ s. d.	£ s. d.	
Amphthill - - - - N.S. 7	180	0 0	1845	5 18 6½	1,095 12 10
" - - - - " - - - - "	59	17 6	1853		
" - - - - " - - - - "	35	0 0	1858		
Amphthill - - - - B.S. 4	150	0 0	1846	6 7 6	574 17 6
" - - - - " - - - - "	40	0 0	1855		
Arlsey - - - - N.S.	334	4 0	1857	2 8 5½	
Aspley Guise - - - N.S. 7	202	0 0	1848	12 9 8	1,026 11 10
" - - - - " - - - - "	49	10 0	1850		
" - - - - " - - - - "	9	0 0	1854		
" - - - - " - - - - "	13	0 0	1855		
Aspley Guise - - - B.S. 4	-	- -	- - -	5 4 2½	574 12 6
Barford, Great - - N.S. 6	115	0 0	1849	2 13 10	78 9 7
" - - - - " - - - - "	98	0 0	1856		
Biddenham - - - - N.S.	*45	0 0	1839		
" - - - - " - - - - "	65	0 0	1848		
Biggleswade - - - N.S.	*150	0 0	1839		
" - - - - " - - - - "	90	0 0	1844		
" - - - - " - - - - "	52	5 3	1861		
Biggleswade, Boys - B.S. 3	-	- -	- - -	} 7 14 10½	{ 200 9 4
" Girls - - - - B.S. 3	-	- -	- - -		
Bletso - - - - N.S.	100	0 0	1854		372 9 2
Blunham - - - - N.S.	52	0 0	1843		
Caddington - - - Ch. of E. 8	334	0 0	1859	- - -	26 17 0
Caldecote, Upper - - N.S. 11	-	- -	- - -	- - -	36 10 0
Clifton, All Saints - N.S. 10	-	- -	- - -	- - -	8 6 0
Clophill - - - - N.S.	*50	0 0	1836		
Colmworth - - - - N.S. 3	23	10 0	1841	- - -	12 18 4
" - - - - " - - - - "	40	0 0	1845		
Cranfield - - - - N.S. 8	*48	0 0	1836	3 0 5	561 14 0
" - - - - " - - - - "	*40	0 0	1839		
Dunstable - - - - N.S. 7	*85	0 0	1839	3 3 8	398 14 4
" - - - - " - - - - "	12	6 0	1846		
Dunstable - - - - Wes. 6	-	- -	- - -	9 4 4	683 14 6
Dunstable, Station End Branch - Wes. 6	-	- -	- - -	1 10 2½	11 6 8
Dunton - - - - Par. 11	213	0 0	1858		17 8 4
Eaton-Bray - - - - N.S.	72	0 0	1842		
Eaton-Socon - - - N.S. 3	30	0 0	1859	- - -	143 17 0
" - - - - " - - - - "	531	10 0	1861		
Eversholt - - - - N.S. 5	80	0 0	1842	0 17 0	12 15 0
Everton and Tetsworth - N.S.	*42	0 0	1837		
Felmersham - - - N.S.	110	0 0	1846		
Flitwick - - - - N.S. 5	38	5 0	1860	- - -	63 16 8

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
BEDFORDSHIRE—cont.				
Harrold - - - - N.S. 7	£ s. d. 200 0 0	1847	£ s. d. - - -	£ s. d. 51 14 0
Heath and Reach - - - N.S. 5	67 10 0	1861	- - -	- - -
Henlow - - - - N.S. 7	100 0 0	1847	- - -	43 6 8
Hockliffe - - - - N.S. 7	72 0 0	1845	7 4 0	17 10 0
Houghton Regis - - - N.S.	72 0 0	1854	- - -	711 7 3
Hyde, East, The Hyde School - - - 7	419 0 0	1857	2 4 9½	- - -
Kempston Church End - - N.S. 11	130 0 0	1844	- - -	55 9 0
" - - - - "	13 10 0	1861	- - -	11 16 8
Kempston, Up-end, Mixed and Infants' - - - - N.S. 11	270 0 0	1855	- - -	- - -
Keysoe - - - - N.S.	32 0 0	1841	- - -	51 8 4
" - - - - "	10 0 0	1848	- - -	- - -
Leighton Buzzard - - - B.S. 5	*75 0 0	1840	- - -	- - -
" - - - - "	10 0 0	1847	- - -	16 0 0
" - - - - "	50 0 0	1847	- - -	- - -
Luton - - - - N.S. 8	*145 0 0	1835	10 16 11½	1,385 0 2
" - - - - "	50 0 0	1849	- - -	- - -
" - - - - "	1,329 0 0	1858	- - -	- - -
Luton - - - - Wes. 5	- - -	- - -	25 12 1½	935 5 0
Marston Moretaine and Liding- ton - - - - N.S. 7	160 0 0	1848	6 9 6	1,013 0 10
Maulden - - - - N.S. 7	110 0 0	1850	1 12 8	74 10 0
Meppershall - - - - N.S.	*40 0 0	1840	- - -	- - -
Northill - - - - Par. 7	176 0 0	1861	4 3 9½	67 16 0
Pavenham - - - - Ch. of E. 7	- - -	- - -	3 0 0½	133 3 8
Poddington - - - - N.S.	50 0 0	1842	1 3 8	- - -
Pulloxhill - - - - N.S. 7	55 0 0	1845	3 14 11½	234 12 0
" - - - - "	29 10 0	1854	- - -	- - -
Ridgmont - - - - Ch. of E. 3	- - -	- - -	1 7 7	80 19 8
Ridgmont - - - - Wes. 4	- - -	- - -	5 0 7½	222 3 8
Riseley - - - - N.S.	37 0 0	1841	- - -	- - -
" - - - - "	66 0 0	1849	- - -	- - -
Roxton - - - - N.S.	188 0 0	1860	2 8 3	- - -
Sandy - - - - N.S. 11	- - -	- - -	- - -	48 15 0
Shillington - - - - N.S. 4	302 8 0	1857	5 17 11½	237 10 10
Silsoe - - - - Ch. of E. 6	50 0 0	1846	- - -	238 13 8
Staughton, Little - - - N.S. 5	- - -	- - -	- - -	- - -
Steppingley - - - - N.S. 5	110 0 0	1844	- - -	12 11 8
Stotfold - - - - N.S. 5	45 0 0	1854	1 19 11	199 0 0
" - - - - "	38 0 0	1855	- - -	- - -
Stopsley - - - - N.S.	232 4 0	1858	- - -	- - -
Tebworth - - - - N.S. 5	297 0 0	1855	5 2 7½	249 8 8
Tebworth - - - - Wes. 2	- - -	- - -	2 18 4½	47 4 4
Tilbrook - - - - N.S.	142 0 0	1860	- - -	- - -
Toddington - - - - N.S. 5	439 4 0	1855	5 7 0½	272 17 4
Toddington - - - - Wes. 3	477 0 0	1856	7 8 4	345 4 0
Turvey, B. and G. - - - N.S. 8	341 0 0	1848	2 0 0	333 8 8
Turvey, Infants - - - N.S.	66 10 0	1841	- - -	- - -
Westoning - - - - N.S. 7	58 0 0	1841	- - -	- - -
" - - - - "	17 5 0	1855	- - -	23 2 0
" - - - - "	9 15 0	1857	- - -	- - -
Wilden, Endowed - - - N.S.	101 5 0	1852	- - -	- - -
Wilshampstead or Wilstead - - N.S.	111 0 0	1847	- - -	- - -
Woburn, Free - - - - B.S. 3	- - -	- - -	2 7 5	288 2 6
Yelden - - - - N.S.	45 0 0	1846	23 12 6	- - -
" - - - - "	36 0 0	1847	- - -	- - -
BERKSHIRE.				
Abingdon - - - - B.S. 4	- - -	- - -	21 16 1½	1,323 11 8
Abingdon, St. Edmund's - - - R.C. 6	- - -	- - -	1 6 2	40 11 8
Aldermaston - - - - Ch. of E. 6	- - -	- - -	- - -	321 2 4
Appleton - - - - N.S.	*35 0 0	1837	- - -	- - -
Arborefield - - - - N.S.	65 0 0	1841	- - -	- - -

a Scientific apparatus.



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	Amount.	Date of Payment.		
BERKSHIRE— <i>cont.</i>				
Ascot Heath - - - N.S. 6	£ 50 0 0	1854	£ 6 18 6½	£ 540 4 10
" - - - " - - -	316 5 0	1857	- - -	- - -
" - - - " - - -	19 0 0	1858	- - -	- - -
Ashbury - - - N.S. 6	- - -	- - -	- - -	66 6 8
Aston-Tyrolld - - - N.S. -	54 0 0	1847	1 0 4½	- - -
Beech Hill - - - N.S. 5	- - -	- - -	- - -	86 2 0
Beenham - - - N.S. -	36 0 0	1841	- - -	- - -
Berkshire Reformatory, at Three Mile Cross - - - - - 10	- - -	- - -	- - -	101 17 10
Binfield - - - Ch. of E. 4	- - -	- - -	- - -	11 0 0
Boxford - - - N.S. -	- - -	- - -	2 4 10	- - -
Bracknell - - - Ch. of E. -	150 0 0	1855	- - -	- - -
Bray - - - N.S. 1	- - -	- - -	3 13 0½	402 17 6
Bray, Boyne Hill - - - Ch. of E. 3	- - -	- - -	2 1 8½	149 16 0
Bray and Hollyport - - - N.S. 1	104 0 0	1848	4 17 3½	329 10 8
" - - - " - - -	148 0 0	1858	- - -	- - -
Brightwell - - - N.S. 5	45 0 0	1842	1 13 0½	499 9 0
" - - - " - - -	5 18 8	1854	- - -	- - -
Brimpton - - - Ch. of E. 5	- - -	- - -	- - -	190 13 4
Buckland - - - N.S. 5	321 0 0	1858	- - -	197 6 4
Burghfield - - - N.S. -	20 10 0	1844	- - -	- - -
Challow, East - - - N.S. -	144 0 0	1856	- - -	- - -
Charlton (Branch of Wantage) - N.S. 6	- - -	- - -	- - -	4 3 0
Chieveley (North Heath) - - - N.S. -	*75 0 0	1840	- - -	- - -
Childrey - - - Wes. 4	106 0 0	1857	2 18 3	143 2 8
Cholsey - - - N.S. 7	*62 0 0	1839	1 17 1½	84 5 0
Clewer - - - N.S. 5	- - -	- - -	2 11 0	174 17 6
Coleshill (Earl of Radnor's Sch.) - 5	- - -	- - -	- - -	37 15 0
Cookham - - - N.S. -	368 0 0	1859	- - -	- - -
Cookham Dean - - - N.S. 6	119 0 0	1847	2 14 5½	653 19 0
" - - - " - - -	6 9 0	1855	- - -	- - -
Cumnor - - - N.S. -	434 0 0	1861	- - -	- - -
Denchworth - - - N.S. -	87 0 0	1860	- - -	- - -
Drayton - - - N.S. -	124 0 0	1848	- - -	- - -
Earley - - - N.S. 4	- - -	- - -	4 4 2½	159 14 0
Eastbury - - - N.S. -	218 0 0	1860	- - -	- - -
Faringdon, Infant - - - Ch. of E. 5	- - -	- - -	1 16 11	283 16 0
Faringdon - - - B.S. 4	- - -	- - -	2 2 5½	265 2 8
Faringdon, Female School of Industry - - - - - 5	- - -	- - -	- - -	118 16 8
Fyfield - - - N.S. -	- - -	- - -	1 0 0	- - -
Greenham - - - N.S. -	16 15 0	1859	1 4 3½	- - -
Hampstead Norris - - - N.S. 5	68 0 0	1847	1 0 8	65 6 8
Hanney - - - N.S. 4	165 0 0	1848	1 13 4	10 0 0
" - - - " - - -	12 11 0	1860	- - -	- - -
Harwell - - - N.S. -	*50 0 0	1839	- - -	- - -
Hendred, East - - - N.S. 5	173 0 0	1860	1 7 0	83 9 0
Hendred, East, St. Amand's - - R.C. 6	228 12 0	1860	- - -	27 5 0
Hendred, West - - - N.S. 5	153 5 8	1854	4 14 3	281 17 0
Hermitage - - - N.S. 4	35 0 0	1841	2 8 0	105 10 0
" - - - " - - -	10 17 3	1860	- - -	- - -
Hinksey, North - - - Ch. of E. 5	133 0 0	1858	- - -	2 10 0
Hinton Waldrist - - - N.S. 5	*30 0 0	1838	1 2 8½	9 8 0
Hungerford - - - N.S. 6	- - -	- - -	1 19 6½	224 15 0
Hungerford, New Town Branch - N.S. 6	- - -	- - -	- - -	2 15 0
Hurst and Ruscombe - - - N.S. 2	140 0 0	1844	1 17 9½	91 19 0
Knowl Hill - - - N.S. 5	110 0 0	1847	1 6 8	76 7 0
" - - - " - - -	116 0 0	1860	- - -	- - -
Lambourne - - - Wes. 4	- - -	- - -	7 17 9¾	519 14 0
Lambourne - - - N.S. 5	106 0 0	1851	5 13 11½	526 16 4
" - - - " - - -	243 0 0	1856	- - -	- - -
Langford - - - N.S. -	90 0 0	1847	- - -	- - -
Letcomb Bassett - - - N.S. -	106 0 0	1853	1 2 1¾	- - -
Letcomb Regis - - - N.S. -	166 4 0	1856	- - -	- - -
Maidenhead - - - N.S. 5	150 0 0	1845	2 17 6	365 18 0
Newbury - - - N.S. 5	888 0 0	1860	5 15 0½	95 15 8
Newbury - - - B.S. 3	133 0 0	1840	2 16 10	17 10 0
" - - - " - - -	59 17 6	1861	- - -	- - -
Newbury - - - P.U. 3	- - -	- - -	- - -	10 16 8
Newbury - - - Wes. 4	400 0 0	1856	14 15 4½	739 8 0

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	Amount.	Date of Payment.			
BERKSHIRE— <i>cont.</i>					
Reading - - - - -	B.S. 3	- - - - -	£ s. d.	£ s. d.	
Reading, St. Giles' - - - - -	N.S. 6	*150 0 0	1838	4 8 4½	218 5 0
Reading, St. John's, Boys and Girls - - - - -	N.S. 6	- - - - -	- - - - -	26 17 1½	2,254 4 10
Reading, St. John's, Infants - - - - -	N.S. 6	- - - - -	- - - - -	- - - - -	224 14 4
Reading, St. Lawrence's - - - - -	Par. 6	250 0 0	1854	5 16 8	84 18 0
Reading, St. Mary's - - - - -	N.S. 6	120 0 0	1855	6 3 4½	749 2 8
Reading, St. Mary's Episcopal Chapel - - - - -	N.S. 5	- - - - -	- - - - -	7 16 0½	915 11 4
Shrivenham - - - - -	N.S. 5	- - - - -	- - - - -	13 9 3	529 8 4
Sparsholt - - - - -	N.S. 5	- - - - -	- - - - -	1 4 2	57 10 8
Speen (Stockcross) - - - - -	Par. 6	*40 0 0	1839	- - - - -	- - - - -
Stanford in the Vale - - - - -	N.S. 5	293 0 0	1857	5 16 5½	999 8 6
Steventon - - - - -	N.S. 5	36 8 10	1858	- - - - -	- - - - -
Sunningdale - - - - -	N.S. 6	20 0 0	1844	0 19 10½	35 8 0
" - - - - -	" - - - - -	40 0 0	1841	- - - - -	46 5 0
" - - - - -	" - - - - -	38 0 0	1842	9 9 11½	627 8 10
" - - - - -	" - - - - -	8 0 0	1848	- - - - -	- - - - -
" - - - - -	" - - - - -	5 0 0	1850	- - - - -	- - - - -
Swallowfield - - - - -	Ch. of E.	110 0 0	1854	- - - - -	- - - - -
Thatcham - - - - -	B.S. 10	350 0 0	1855	- - - - -	- - - - -
" - - - - -	" - - - - -	125 0 0	1847	1 3 4	122 0 10
Thatcham - - - - -	N.S. 5	9 1 10	1848	- - - - -	- - - - -
Uffington - - - - -	N.S. 5	225 0 0	1846	7 13 1½	355 4 4
Wallingford - - - - -	N.S. 5	80 0 0	1852	- - - - -	- - - - -
Wantage - - - - -	Wes. 4	- - - - -	- - - - -	11 7 8	501 17 10
Wantage, St Peter's and St. Paul's - - - - -	N.S. 6	310 0 0	1858	a13 16 8	- - - - -
Warfield - - - - -	N.S. 4	- - - - -	- - - - -	10 3 4½	633 8 0
Wargrave, Crazies Hill - - - - -	N.S. 3	150 0 0	1861	1 11 7½	1,143 0 6
Wargrave-Piggott - - - - -	N.S. 3	- - - - -	- - - - -	- - - - -	47 9 0
Welford and Wickham - - - - -	N.S. 5	296 0 0	1858	5 0 0½	267 17 0
Whitley - - - - -	Ch. of E.	259 0 0	1861	2 1 0	178 13 0
Windsor, New - - - - -	N.S. 6	10 0 0	1848	- - - - -	- - - - -
Windsor, New - - - - -	B.S. 1	245 0 0	1841	37 10 2	2,487 8 6
" - - - - -	" - - - - -	17 6 8	1854	12 1 0½	803 5 0
" - - - - -	" - - - - -	40 0 0	1860	- - - - -	- - - - -
Windsor, Old - - - - -	N.S. 5	- - - - -	- - - - -	3 12 10	428 16 2
Windsor, St. Mark's - - - - -	N.S. 6	- - - - -	- - - - -	7 19 5½	981 17 0
Windsor Park, Royal - - - - -	N.S. 8	- - - - -	- - - - -	a10 0 0	1,173 15 10
Windsor, St. Anne's - - - - -	N.S. 6	274 5 4	1856	2 10 0½	322 3 4
" - - - - -	" - - - - -	48 5 0	1859	- - - - -	- - - - -
Windsor - - - - -	P.U. 2	- - - - -	- - - - -	- - - - -	- - - - -
Winkfield, Industrial - - - - -	N.S. 6	*70 0 0	1839	- - - - -	32 2 6
Wittenham, Long - - - - -	N.S. 5	160 10 0	1858	4 7 6½	405 2 8
Wokingham - - - - -	B.S. 5	*125 0 0	1841	- - - - -	4 3 0
Wytham - - - - -	N.S. 5	- - - - -	- - - - -	- - - - -	- - - - -
BUCKINGHAMSHIRE.					
Aston Clinton - - - - -	N.S. 11	96 0 0	1849	- - - - -	- - - - -
Aston Clinton - - - - -	B.S. 11	- - - - -	- - - - -	- - - - -	60 13 4
Aylesbury - - - - -	N.S. 5	190 0 0	1847	9 12 8½	921 8 0
" - - - - -	" - - - - -	21 0 0	1855	- - - - -	- - - - -
" - - - - -	" - - - - -	85 10 0	1860	- - - - -	- - - - -
Aylesbury - - - - -	B.S. 3	- - - - -	- - - - -	4 10 10	236 0 0
Aylesbury, St. John's - - - - -	N.S. 5	151 0 0	1859	- - - - -	19 16 8
Beachampton - - - - -	N.S. 6	- - - - -	- - - - -	- - - - -	92 1 8
Beaconsfield - - - - -	B.S. 1	- - - - -	- - - - -	2 19 8½	53 19 2
Bierton - - - - -	N.S. 6	87 0 0	1840	3 1 2½	113 3 0
Bletchley - - - - -	N.S. 5	*50 0 0	1840	- - - - -	- - - - -
Brickhill, Little - - - - -	N.S. 5	44 0 0	1841	- - - - -	- - - - -
Broughton - - - - -	Ch. of E. 5	- - - - -	- - - - -	- - - - -	30 3 4
Buckingham - - - - -	N.S. 6	211 6 4	1857	- - - - -	357 11 0
Buckingham - - - - -	B.S. 11	- - - - -	- - - - -	- - - - -	93 2 10
Chalfont, St. Peter's - - - - -	N.S. 12	70 0 0	1848	2 2 1½	113 11 1
" - - - - -	" - - - - -	42 17 6	1848	- - - - -	- - - - -
Cheddington - - - - -	Ch. of E. 5	- - - - -	- - - - -	- - - - -	108 0 0

a Scientific apparatus.

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BUCKINGHAMSHIRE—cont.				
Chesham - - - - N.S. 6	£ 200 0 0	1846	£ 1 14 11½	£ 93 16 8
Chesham, Girls - - - - B.S. 6	54 0 0	1851	- - - -	10 8 4
Claydon (Middle), Park - - - - N.S. 6	- - - -	- - - -	3 6 8	481 2 4
Claydon, Steeple - - - - N.S. 6	- - - -	- - - -	2 5 6½	139 6 8
Colnbrook and Horton, Boys - - N.S. 12	215 0 0	1846	0 12 2	} 750 7 9
Colnbrook and "Horton," Girls - - - -	15 0 0	1856	- - - -	
and Infants - - - - N.S. 12	395 0 0	1858	- - - -	
Crawley, North - - - - N.S. 5	50 0 0	1848	- - - -	
Cuddington - - - - N.S. 5	75 0 0	1846	- - - -	7 18 0
Datchet - - - - N.S. 12	- - - -	- - - -	4 9 9½	613 7 6
Drayton Beauchamp - - - - N.S. 12	60 0 0	1845	- - - -	- - - -
Dunton - - - - N.S. 12	25 0 0	1842	- - - -	- - - -
Eton - - - - P.U. - - - -	- - - -	- - - -	- - - -	23 0 0
Farnham-Royal - - - - N.S. 12	- - - -	- - - -	4 15 3	122 3 10
Fulmer - - - - N.S. - - - -	50 0 0	1844	2 1 8	- - - -
" - - - - N.S. - - - -	50 0 0	1855	- - - -	- - - -
Granborough - - - - N.S. - - - -	90 0 0	1854	- - - -	- - - -
Haddenham - - - - B.S. - - - -	70 0 0	1851	- - - -	- - - -
Hambledon - - - - N.S. 12	- - - -	- - - -	2 6 4½	233 4 0
Hulcott - - - - N.S. - - - -	87 0 0	1856	- - - -	- - - -
" - - - - N.S. - - - -	44 0 0	1858	- - - -	- - - -
Iver, Boys - - - - N.S. 12	102 0 0	1849	- - - -	287 8 4
Iver, Girls and Infants - - - - N.S. 12	100 0 0	1847	- - - -	392 12 2
Kimble, Great - - - - N.S. 5	- - - -	- - - -	- - - -	12 0 0
Langley Marish - - - - N.S. 7	72 0 0	1848	2 5 10	213 3 0
Lavendon - - - - N.S. - - - -	*49 0 0	1838	- - - -	- - - -
" - - - - N.S. - - - -	78 0 0	1853	- - - -	- - - -
Leckhampstead - - - - N.S. 5	*60 0 0	1839	- - - -	47 6 0
" - - - - N.S. - - - -	18 7 6	1860	- - - -	- - - -
Lee Common - - - - N.S. - - - -	50 0 0	1848	- - - -	- - - -
Leonards, St. - - - - N.S. - - - -	229 12 0	1861	- - - -	- - - -
Linslade - - - - N.S. 5	198 0 0	1849	8 13 6½	204 19 0
" - - - - N.S. - - - -	47 11 2	1860	- - - -	- - - -
Ludgershall - - - - N.S. 5	93 0 0	1847	2 8 2	38 12 4
Marlow, Great - - - - N.S. 12	- - - -	- - - -	6 16 8½	919 6 6
Marlow - - - - B.S. - - - -	- - - -	- - - -	1 3 2	- - - -
Marsh Gibbon - - - - N.S. - - - -	120 0 0	1849	0 8 8½	- - - -
" - - - - N.S. - - - -	40 0 0	1851	- - - -	- - - -
Marston, North - - - - N.S. - - - -	*60 0 0	1835	- - - -	- - - -
Marsworth - - - - N.S. 11	45 0 0	1842	1 0 0	6 0 0
Milton Keynes - - - - Ch. of E. - - - -	216 0 0	1861	- - - -	- - - -
Mursley - - - - N.S. - - - -	*25 0 0	1835	- - - -	- - - -
Nash - - - - N.S. 5	276 0 0	1857	1 11 7½	103 19 7
Newport Pagnell - - - - B.S. - - - -	*90 0 0	1838	- - - -	- - - -
Newport Pagnell - - - - N.S. 5	- - - -	- - - -	- - - -	98 4 8
Olney - - - - N.S. 3	176 0 0	1848	1 6 7	19 3 4
Penn Street - - - - N.S. 11	- - - -	- - - -	- - - -	18 8 4
Preston Bissett - - - - N.S. 5	243 0 0	1859	- - - -	10 10 0
Quainton (Endowed) - - - - N.S. 5	- - - -	- - - -	1 16 8½	10 0 0
Risborough, Monks - - - - N.S. - - - -	100 0 0	1859	- - - -	- - - -
Risborough, Prince's - - - - N.S. 3	105 0 0	1842	- - - -	257 5 8
" - - - - N.S. - - - -	35 0 0	1844	- - - -	- - - -
Risborough, Prince's - - - - B.S. - - - -	153 0 0	1848	- - - -	- - - -
Seer Green - - - - N.S. - - - -	144 0 0	1860	- - - -	- - - -
Skirmett, Infants - - - - N.S. 12	- - - -	- - - -	- - - -	7 3 9
Slapton - - - - Par. 5	- - - -	- - - -	- - - -	5 0 0
Stantonbury-cum-Bradwell - - - N.S. 5	965 0 0	1859	- - - -	103 18 2
Stewkley - - - - N.S. - - - -	374 18 0	1860	- - - -	- - - -
Stoke Goldington - - - - N.S. - - - -	*72 0 0	1840	- - - -	- - - -
Stoke Hamond - - - - N.S. - - - -	38 0 0	1844	- - - -	- - - -
Stoke Mandeville - - - - N.S. - - - -	60 0 0	1845	1 0 0	- - - -
Stoke Pogis - - - - N.S. 12	95 0 0	1843	6 14 11½	668 8 7
Stratford, Penny - - - - N.S. 5	312 0 0	1861	- - - -	23 19 8
Stratford, Stony - - - - N.S. 6	- - - -	- - - -	- - - -	43 10 0
Stratford, Stony - - - - B.S. 4	- - - -	- - - -	3 4 2	7 10 0
Taplow - - - - N.S. 12	74 0 0	1849	1 13 1½	252 15 8
" - - - - N.S. - - - -	92 12 0	1855	- - - -	- - - -
Thornborough - - - - N.S. - - - -	42 0 0	1841	- - - -	- - - -



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BUCKINGHAMSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Towersey - - - - N.S. 11	60 0 0	1849	- - -	13 6 8
Turweston - - - - N.S.	165 6 4	1861		
Tyler's Green - - - N.S.	51 0 0	1844		
Upton-cum-Chalvey - - N.S. 12	64 0 0	1842	9 9 5½	1,130 16 0
" " - - - - "	290 15 0	1853		
" " - - - - "	5 4 0	1855		
Waddesdon " - - - - N.S. 6	119 0 0	1849	6 1 9	602 9 6
" - - - - "	156 2 0	1860		
Waddesdon - - - - B.S. 9	121 0 0	1847		
Walton - - - - - N.S. 6	- - -	- - -	7 13 9½	374 19 0
Walton and Woughton - - N.S. 7	- - -	- - -	2 2 6½	328 1 10
Wendover - - - - - N.S.	- - -	- - -	0 16 8½	2 12 0
Westbury - - - - - N.S. 6	- - -	- - -	2 5 10	15 0 0
Whaddon - - - - - N.S. 6	148 17 6	1861	- - -	15 18 4
Whiddon - - - - - N.S. 6	28 0 0	1842	- - -	14 5 6
Whitchurch - - - - - Wes. 3	170 0 0	1850	7 5 6	646 13 0
Wing - - - - - N.S. 5	- - -	- - -	9 0 0½	86 5 4
Wingrave and Rownham Ch. of E.	100 0 0	1850		
Winslow - - - - - N.S. 6	*80 0 0	1840	3 18 11	191 7 8
" - - - - - "	8 7 8	1849		
" - - - - - "	18 10 0	1854		
Woburn Sands - - - - N.S. 7	- - -	- - -	2 11 4½	250 3 8
Wolverton - - - - - N.S. 5	- - -	- - -	1 13 4½	53 18 8
Wolverton Station - - B.S. 4	- - -	- - -	13 11 6	664 17 4
" - - - - - "	- - -	- - -	13 6 8	
Woolburn - - - - - N.S. 12	150 0 0	1852	2 12 2½	184 19 8
" - - - - - "	50 0 0	1852		
Wycombe - - - - - P.U. 12	- - -	- - -	- - -	121 13 4
Wycombe, High - - - - B.S. 3	*400 0 0	1835	- - -	1,073 10 10
" " - - - - - "	9 7 8	1848		
" " - - - - - "	54 0 0	1853		
Wycombe, High - - - - N.S. 12	1,176 0 0	1855	7 4 4½	390 10 2
CAMBRIDGESHIRE.				
Aldreth-in-Maddenham, Daily and Sunday School - - -	*20 0 0	1836		
Barrington - - - - - N.S. 2	161 0 0	1859	- - -	5 5 0
Barton - - - - - N.S.	15 0 0	1844		
" - - - - - "	12 15 0	1861		
Bassingbourne - - - - N.S.	*60 0 0	1836		
Bassingbourne - - - - B.S.	*60 0 0	1838		
Bottisham - - - - - N.S.	100 0 0	1840		
" - - - - - "	50 0 0	1847		
Brinkley - - - - - N.S.	65 0 0	1845		
Burwell - - - - - Par. 3	233 11 0	1859	- - -	60 10 0
Burwell - - - - - B.S. 3	80 0 0	1847	1 2 6½	152 5 0
Cambridge - - - - - B.S. 2	250 0 0	1840	21 3 5½	2,037 1 4
" - - - - - "	11 6 0	1848		
" - - - - - "	100 0 0	1849		
" - - - - - "	114 0 0	1856		
Cambridge, Barnwell - - N.S. 4	*210 0 0	1838	30 15 1½	2,508 11 0
" " - - - - - "	100 0 0	1848		
" " - - - - - "	64 2 8	1852		
" " - - - - - "	16 0 0	1856		
Cambridge, Barnwell Abbey - N.S. 4	605 0 0	1859	1 13 11	181 0 0
Cambridge, Church School- masters' Association - -	- - -	- - -	5 5 7	
Cambridge, Industrial - - N.S.	106 10 0	1851	- - -	284 7 5
" - - - - - "	95 0 0	1852		
Cambridge (King Street) - N.S. 4	178 0 0	1855	10 4 3½	1,203 10 0
Cambridge (Pound Hill), In- fants - - - - - Ch. of E.	33 0 0	1855		
Cambridge, St. Giles' - - N.S. 4	- - -	- - -	- - -	686 8 0
Cambridge, St. Paul's (Russell Street) - - - - - N.S. 4	300 0 0	1845	15 17 0½	3,051 14 4
" - - - - - "	55 18 8	1851		
" - - - - - "	100 0 0	1852		

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
CAMBRIDGESHIRE— <i>cont.</i>				
Cambridge, St. Paul's (Union Road), Infants - - - N.S.	£ s. d. 100 0 0	1846	£ s. d.	£ s. d.
" - - - - - " - - - "	3 10 0	1848		
Cambridge, St. Peter's (Castle End) - - - - - N.S. 4	21 0 6	1854	9 6 9½	730 12 0
Caxton - - - - - N.S.	201 12 0	1855	1 3 4½	
Chatteris, Boys - - - B.S. 3	- - -	- - -	- - -	5 2 0
Chatteris, Infants - - - 3	- - -	- - -	- - -	543 7 4
Chatteris, Infants - - - Ch. of E.	70 0 0	1845	- - -	
Chatteris, Girls' - - - 3	- - -	- - -	- - -	225 5 0
Chatteris, Slade Lode, Infants, Ragged - - - - - 3	157 0 0	1858	- - -	112 13 4
Chesterton - - - - - N.S.	144 0 0	1844	2 4 2½	
Comberton - - - - - N.S. 4	75 0 0	1846	1 15 0	320 8 0
" - - - - - "	4 16 0	1849		
" - - - - - "	31 0 0	1855		
Conington, - - - - - N.S.	26 10 0	1842		
" - - - - - "	26 10 0	1849		
Coton - - - - - N.S.	49 0 0	1848		
Croydon (near Arrington) - - N.S.	254 0 0	1858		
Ditton (Fen.) - - - - - N.S.	70 0 0	1844		
" - - - - - "	27 0 0	1846		
Ditton, Wood - - - - - N.S.	133 0 0	1849		
Duxford - - - - - N.S. 3	9 0 0	1848	3 16 9½	421 13 6
" - - - - - "	168 0 0	1848		
" - - - - - "	20 14 9	1860		
Elm - - - - - N.S. 4	259 0 0	1861	1 18 7½	8 15 0
Elsworth - - - - - N.S. 3	187 0 0	1849	17 15 0	9 10 0
Ely (Silver Street) - - - - N.S. 4	27 15 4	1850	18 12 11½	1,040 17 4
" - - - - - "	1,179 0 0	1859	- - -	
Ely, Girls - - - - - N.S. 4	- - -	- - -	- - -	105 15 0
Ely (Broad Street), Infant and Adult School - - - - - 4	480 0 0	1859	- - -	64 15 0
Fordham - - - - - N.S.	163 0 0	1849		
Fulbourn - - - - - N.S. 3	189 5 6	1859	1 2 8½	38 18 4
Gamlingay - - - - - N.S.	160 0 0	1849		
Gransden, Little - - - - - N.S.	95 0 0	1848		
" - - - - - "	37 0 0	1848		
Guilden-Morden - - - - - N.S. 4	150 0 0	1850	4 18 11½	622 18 0
Haddenham - - - - - B.S. 2	- - -	- - -	3 0 10½	238 10 6
Haddenham, Girls' Industrial - N.S. 2	- - -	- - -	4 15 7½	42 0 0
Horningsay - - - - - N.S.	40 10 0	1842		
Impington - - - - - N.S.	55 0 0	1847		
Isleham - - - - - N.S. 3	230 0 0	1849		109 7 6
Linton - - - - - N.S. 4	- - -	- - -	7 6 10½	841 14 2
Litlington - - - - - N.S. 4	243 0 0	1859	- - -	46 5 0
Littleport - - - - - N.S. 2	400 0 0	1847	8 11 1	689 19 0
" - - - - - "	64 13 4	1855		
Madingley - - - - - N.S.	50 0 0	1845		
March - - - - - N.S. 3	- - -	- - -	5 4 7	187 6 8
March, Infants - - - - - N.S. 3	- - -	- - -	- - -	209 18 0
Melbourn (Ayloffe's) - - - Ch. of E. 3	90 0 0	1854	- - -	11 0 0
Oakington - - - - - N.S.	50 0 0	1838		
" - - - - - "	10 0 0	1861		
Over - - - - - N.S. 3	111 5 0	1844	3 7 4½	217 11 10
" - - - - - "	4 16 8	1847		
" - - - - - "	65 0 0	1861		
Over - - - - - B.S. 2	- - -	- - -	1 12 9½	76 10 8
Papworth, St. Agnes' - - - Ch. of E. 2	- - -	- - -	- - -	0 17 0
Prickwillow - - - - - N.S. 3	- - -	- - -	5 1 5½	53 11 0
Rampton - - - - - N.S.	36 0 0	1846		
Sawston - - - - - N.S.	48 0 0	1842		
Shelford, Great - - - - - N.S.	81 0 0	1843		
" - - - - - "	40 0 0	1843		
" - - - - - "	4 2 0	1846		
" - - - - - "	33 0 0	1861		
Soham - - - - - N.S. 2	473 0 0	1853		169 16 4
Stapleford - - - - - N.S. 3	102 0 0	1847		8 1 0
" - - - - - "	13 1 0	1861		
Sutton - - - - - N.S.	528 10 0	1861		

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CAMBRIDGESHIRE— <i>cont.</i>				
Swaffham-Bulbeck - - - N.S.	£ 54 0 0	1841	£ s. d.	£ s. d.
Swavesey - - - N.S. 4	100 0 0	1842	3 13 4½	627 9 4
" - - - "	5 0 0	1847		
" - - - "	123 0 0	1849		
" - - - "	93 0 0	1858		
Thorney Abbey - - - N.S. 3	- - - -	- - - -	2 18 4	1,118 3 6
Toft and Caldecote - - - N.S. 4	*25 0 0	1835	1 15 4½	70 12 6
Trumpington - - - N.S. 4	60 0 0	1844	2 16 6	532 16 8
" - - - "	48 10 0	1849		
" - - - "	18 0 0	1854		
" - - - "	176 0 0	1858		
Tyd, St. Giles' - - - N.S.	- - - -	- - - -	2 11 4	
Waterbeach - - - N.S.	- - - -	- - - -	1 15 2½	
Whittlesea, St. Mary's and St. Andrew's - - - N.S. 3	190 10 0	1851	12 11 5	774 14 6
" - - - "	200 0 0	1852		
" - - - "	19 17 6	1860		
Whittlesford - - - N.S. 2	377 0 0	1860	1 12 3	66 11 8
Wiltbraham, Little - - - N.S.	82 10 0	1850		
Wilburton - - - N.S. 3	*29 0 0	1839	3 9 0½	174 16 0
" - - - "	216 0 0	1855		
Willingham - - - B.S. 3	- - - -	- - - -	10 5 6½	286 12 0
Wisbeach, Boys - - - B.S. 7	160 0 0	1841	24 8 6½	941 5 0
" - - - "	21 13 4	1854		
" - - - "	37 0 0	1855		
Wisbeach, Girls - - - B.S. 7	150 0 0	1840	3 15 6½	317 11 0
Wisbeach, Infants - - - B.S. 7	- - - -	- - - -	- - - -	87 15 0
Wisbeach, St. Peter's, Boys - - - N.S. 4	34 18 10	1853	7 12 6½	1,220 6 8
" - - - "	17 6 0	1856	49 10 0	
Wisbeach, St. Peter's Girls and Infants - - - N.S.	204 0 0	1861		
Witchford - - - N.S.	- - - -	- - - -	1 4 6½	5 0 0
Wrattling (West) - - - N.S.	287 0 0	1861	4 3 4	
CHESHIRE.				
Acton - - - N.S. 6	315 0 0	1845	22 7 7½	2,400 0 7
" - - - "	165 0 0	1850		
" - - - "	102 13 4	1856		
Adlington - - - N.S. 10	168 0 0	1859	2 10 0½	57 16 6
Adlington (Whitley Green), St. Stephen's - - - N.S. 10	- - - -	- - - -	1 13 4½	12 18 4
Alderley Edge - - - B.S. 3	- - - -	- - - -	2 13 9	311 10 4
Alderley, Endowed, Boys' School - - - 9	- - - -	- - - -	1 1 8	39 10 0
Alderley (Lady Stanley's of Alderley), Girls - - - Ch. of E. 9	- - - -	- - - -	1 13 4½	99 7 4
Alderley (Over) - - - N.S. 6	25 0 0	1842	1 2 3	4 7 0
Alsager - - - N.S. 9	- - - -	- - - -	- - - -	35 18 4
Altrincham - - - Wes. 5	- - - -	- - - -	4 3 4	74 9 4
Altrincham, St. George's, Jubilee N.S. 11	648 18 9	1861	6 10 0½	53 12 4
Altrincham and Bowdon Downs B.S. 12	- - - -	- - - -	4 6 8½	825 5 8
Alvanley - - - Ch. of E. 11	- - - -	- - - -	- - - -	11 5 0
Antrobus - - - N.S.	50 0 0	1844	1 8 7	
" - - - "	97 3 6	1860		
Appleton - - - N.S. 5	- - - -	- - - -	- - - -	84 6 0
Arley, Middle - - - N.S. 5	- - - -	- - - -	3 6 8½	139 0 0
Astbury - - - N.S. 6	116 0 0	1842	7 2 6½	925 8 6
" - - - "	150 0 0	1855		
Audlem, Mixed - - - N.S. 11	65 10 0	1846	- - - -	213 19 0
" - - - "	3 8 0	1849		
Audlem, Boys - - - Par.	- - - -	- - - -	3 18 2½	
" - - - "	- - - -	- - - -	49 18 10	
Backford - - - N.S.	100 0 0	1845		
Barnton - - - N.S. 5	226 0 0	1845	9 2 7½	776 3 8
" - - - "	39 0 0	1860		
Barthomley - - - N.S. 7	152 0 0	1849	- - - -	80 0 0

a Scientific apparatus.



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	Amount.	Date of Payment.				
CHESHIRE—cont.						
	£	s. d.	£	s. d.	£	s. d.
Bebington, Higher, St. Peter's - N.S. 7	-	- -	-	- -	-	41 13 0
Bebington, Lower - - - N.S. 7	*75	0 0	1836	5 16 8	-	74 8 4
Bickerton - - - - - N.S. 11	45	0 0	1842	- - -	-	1 7 0
" - - - - - " - - -	30	0 0	1844	- - -	-	- - -
" - - - - - " - - -	1	8 0	1845	- - -	-	- - -
Bidstone - - - - - N.S. 7	*53	0 0	1839	2 6 8½	-	166 18 0
" - - - - - " - - -	55	0 0	1855	- - -	-	- - -
Bidston, Moreton - - - Ch. of E.	226	0 0	1861	- - -	-	- - -
Birkenhead - - - - - Wes. 8	954	0 0	1853	8 6 8	-	342 9 7
Birkenhead (Argyle Street), Infants - - - - - N.S.	-	- -	- - -	1 10 10½	-	- - -
Birkenhead (Back Chester Street) - - - - - N.S.	-	- -	- - -	1 1 3	-	- - -
Birkenhead (Market Street) - N.S.	-	- -	- - -	1 10 10½	-	- - -
Birkenhead (Holy Trinity) - N.S. 7	300	0 0	1844	31 14 3	-	1,480 2 0
" - - - - - " - - -	120	0 0	1846	- - -	-	- - -
" - - - - - " - - -	56	0 0	1855	- - -	-	- - -
" - - - - - " - - -	20	0 0	1856	- - -	-	- - -
Birkenhead, Holy Trinity, Ragged School - - - - 7	400	0 0	1852	- - -	-	372 3 0
" - - - - - " - - -	100	0 0	1852	- - -	-	- - -
Birkenhead (Priory Street), Girls and Infants - - - N.S.	-	- -	- - -	2 7 7	-	- - -
Birkenhead, St. Andrew's, - Pres. 8	-	- -	- - -	- - -	-	117 16 4
Birkenhead, St. Anne's - - N.S. 7	262	0 0	1850	6 3 3½	-	31 5 0
Birkenhead, St. James', - Ch. of E. 7	-	- -	- - -	- - -	-	44 12 0
Birkenhead, St. John's - - N.S. 7	480	0 0	1847	8 4 0	-	1,184 10 8
Birkenhead, St. Mary's - - R.C. 6	1,101	0 0	1857	- - -	-	- - -
Birkenhead, St. Patrick's - R.C. 6	-	- -	- - -	- - -	-	446 10 7
Birkenhead, St. Werburgh's - R.C. 6	-	- -	- - -	5 9 1	-	210 3 4
Bollington, Day and Evening N.S. 10	*250	0 0	1839	28 7 10½	-	2,116 0 4
" - - - - - " - - -	50	0 0	1852	a6 13 4	-	- - -
" - - - - - " - - -	324	0 0	1856	- - -	-	- - -
Bollington - - - - - Wes. 4	256	0 0	1853	13 8 4½	-	1,068 18 6
Bollington Cross - - - - N.S. 11	241	0 0	1845	14 1 5½	-	435 12 10
Bollington (near Rostherne), Ch. of E. 11	197	0 0	1858	1 0 0	-	94 6 0
Bosley - - - - - N.S. 9	216	0 0	1859	2 7 5½	-	14 19 2
Boughton, St. Paul's - - - N.S. 4	661	4 0	1858	5 16 6½	-	407 8 9
" - - - - - " - - -	170	10 0	1861	- - -	-	- - -
Bowdon (or Altrincham, and Bowden, St. Margaret's) - N.S. 11	162	0 0	1858	13 6 10½	-	480 7 4
Bradwell Reformatory - - - 10	-	- -	- - -	1 13 4½	-	171 8 3
Bredbury, St. Mark's - - - N.S. 7	322	10 0	1850	3 6 8	-	118 14 5
Brighton, New - - - - - N.S. 8	-	- -	- - -	6 13 4½	-	544 16 8
Broken Cross, St. Thomas' - N.S. 9	59	0 0	1849	- - -	-	162 10 8
" - - - - - " - - -	41	0 0	1857	- - -	-	- - -
Budworth, Great - - - - Ch. of E. 6	540	0 0	1853	4 4 8½	-	204 18 4
Buglawton - - - - - N.S. 10	230	0 0	1844	7 9 8½	-	409 16 6
" - - - - - " - - -	3	0 0	1853	- - -	-	- - -
" - - - - - " - - -	25	0 0	1859	- - -	-	- - -
Bunbury, Aldersey, Endowed - N.S. 11	50	0 0	1857	6 19 6½	-	311 7 0
Bunbury, Girls - - - - - N.S. 11	-	- -	- - -	3 15 0½	-	5 0 0
Burton, Bishop Wilson's - - N.S. 4	93	0 0	1860	1 6 7½	-	59 14 0
Carrington, Earl Stamford's - N.S. 11	-	- -	- - -	4 7 6½	-	235 12 6
Castle Northwich - - - - Ch. of E. 6	225	0 0	1860	- - -	-	26 8 4
Cheadle - - - - - N.S. 7	*90	0 0	1837	4 7 6	-	540 11 0
" - - - - - " - - -	68	12 6	1861	- - -	-	- - -
Chester, Christ's Church - - N.S. 4	150	0 0	1842	6 10 3½	-	208 19 2
" - - - - - " - - -	7	12 0	1849	- - -	-	- - -
" - - - - - " - - -	21	0 0	1856	- - -	-	- - -
" - - - - - " - - -	17	0 0	1861	- - -	-	- - -
Chester, Consolidated Girls' School - - - - - - - 4	-	- -	- - -	1 11 7½	-	160 5 0
Chester, Grosvenor, St. John's - N.S. 4	-	- -	- - -	4 3 4½	-	509 9 10
Chester, Model School - - - 5	200	0 0	1845	6 18 2½	-	405 6 0
" - - - - - " - - -	116	0 0	1860	- - -	-	- - -
Chester, Ragged and Indus- trial School - - - - - 2	-	- -	- - -	2 6 8½	-	391 2 10
Chester (St. John's Street) - Wes. 7	500	0 0	1860	11 0 1	-	122 18 4

a Scientific apparatus.

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CHESHIRE—cont.					
Chester, St. Mary's - - N.S. 4	£ 516 0 0	1847	£ 12 5 3½	£ 862 16 6	
" " - - " - - " - -	4 13 0	1848			
" " - - " - - " - -	172 0 0	1857			
Chester, St. Oswald's - - N.S. 4	170 0 0	1856	4 16 0¾	1,012 12 0	
Chester, St. Werburgh's - - R.C. 6	- - -	- - -	5 0 0	211 10 2	
Christleton - - - - - Par. 4	208 16 0	1857	5 4 2¾	663 18 0	
Clutton - - - - - N.S. 4	*50 0 0	1838	1 0 0		
Coatbrook - - - - - N.S. 4	30 0 0	1848			
Congleton, St. James' Girls and Infants - - - - - N.S. 9	300 0 0	1845	18 7 0	1,780 15 10	
" " - - - - - " - -	12 5 0	1849	- - -		
" " - - - - - " - -	52 1 8	1852	- - -		
" " - - - - - " - -	4 0 0	1852	- - -		
Congleton, St. James' Boys - - - - -	298 8 9	1861	- - -		
Congleton, St. Peter's (North Street) - - - - - N.S. 9	- - -	- - -	8 14 8½	277 11 4	
Congleton, St. Stephen's - - N.S. 9	367 0 0	1849	6 0 6	201 2 6	
Congleton (Wagg Street) - - Wes. 3	- - -	- - -	12 19 7¾	443 18 4	
Congleton, Infants - - - - - Wes. 3	- - -	- - -	- - -	35 15 0	
Coppenhall - - - - - N.S. 7	36 0 0	1843	- - -	195 7 4	
" " - - - - - " - -	17 6 8	1856	- - -		
Cranage, Blue Coat - - - - - N.S. 6	- - -	- - -	6 7 1½	324 15 10	
Crewe - - - - - N.S. 8	- - -	- - -	36 5 4	3,399 19 2	
Crewe - - - - - R.C. 6	- - -	- - -	3 11 8	329 6 5	
Crewe Green - - - - - Ch. of E. 8	- - -	- - -	2 6 7½	195 12 8	
Dane Bridge - - - - - N.S. 5	529 4 0	1855	5 12 6¾	386 5 10	
Davenham - - - - - N.S. 5	864 0 0	1857	6 15 10¾	557 16 8	
Delamere Forest - - - - - N.S. 4	150 0 0	1847	- - -	233 0 2	
" " - - - - - " - -	26 0 0	1855	- - -		
Disley - - - - - N.S. 10	- - -	- - -	2 9 5½	58 10 0	
Dukinfield, Factory - - - - - B.S. 10	- - -	- - -	28 10 11½	776 16 2	
Dukinfield, Moravian School - - - - - 11	352 2 6	1853	4 13 11½	995 14 2	
Dukinfield, St. John's - - - - - N.S. 9	600 0 0	1845	21 4 4½	2,006 2 0	
" " - - - - - " - -	14 17 6	1856	- - -		
" " - - - - - " - -	50 17 6	1860	- - -		
Dukinfield, St. Mark's - - - - - N.S. 7	496 0 0	1848	10 1 1½	1,385 7 5	
" " - - - - - " - -	2 7 0	1848	- - -		
" " - - - - - " - -	42 0 0	1850	- - -		
" " - - - - - " - -	56 13 4	1855	- - -		
" " - - - - - " - -	107 10 0	1857	- - -		
Dukinfield, St. Mark's, "Lower," Infants, - - - - - N.S. 7	113 0 0	1850	- - -	35 15 0	
Dunham Massey, St. Margaret's - N.S. 11	756 0 0	1858	5 15 8	400 18 7	
Eastham - - - - - N.S. 7	316 1 1	1855	1 14 6	134 11 3	
Eaton, Ch. Ch. - - - - - N.S. 9	- - -	- - -	- - -	31 6 8	
Ellesmere Port - - - - - N.S. 11	45 0 0	1845	2 7 1	42 0 0	
Elworth, St Peter's - - - - - N.S. 6	80 0 0	1849	2 0 8¾	58 6 8	
Faddiley - - - - - N.S. 4	124 0 0	1850	1 0 0		
Farndon - - - - - Par. 4	- - -	- - -	- - -	1 15 0	
Flookersbrook - - - - - N.S. 4	- - -	- - -	2 14 0	739 12 2	
Frodsham, Endowed Grammar School - - - - - 4	- - -	- - -	4 9 4	505 2 0	
Frodsham, Girls and Infants - - N.S. 4	*100 0 0	1837	9 19 11½	684 11 8	
" " - - - - - " - -	73 10 0	1852	- - -		
" " - - - - - " - -	26 0 0	1852	- - -		
Godley-cum-Newton Green - - - N.S. 8	456 0 0	1849	6 10 10	195 14 4	
" " - - - - - " - -	17 0 0	1858	- - -		
Goostrey - - - - - N.S. 7	300 0 0	1857	- - -	52 7 0	
Grappenhall - - - - - N.S. 5	156 0 0	1846	5 15 11	1,005 7 6	
" " - - - - - " - -	12 0 0	1847	- - -		
" " - - - - - " - -	35 0 0	1851	- - -		
" " - - - - - " - -	45 0 0	1855	- - -		
Halton - - - - - Par. 5	- - -	- - -	6 2 0	336 0 8	
Halton, Grammar School - - - - - 5	- - -	- - -	- - -	170 19 4	
Handforth - - - - - N.S. 8	175 0 0	1845	1 13 4	110 5 0	
Handley - - - - - Ch. of E. 5	- - -	- - -	- - -	4 5 0	
Hartford - - - - - N.S. 11	*78 0 0	1834	8 5 1½	142 7 0	
" " - - - - - " - -	50 0 0	1858	- - -		
" " - - - - - " - -	21 17 0	1858	- - -		
" " - - - - - " - -	37 10 0	1861	- - -		

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CHESHIRE—cont.				
Haslington - - - N.S. 8	£ 648 0 0	1860	£ 1 1 4½	£ 51 17 0
Hassell Green - - - Wes. 3	- - - - -	- - - - -	2 10 0½	5 14 0
Helsby - - - N.S. 5	100 0 0	1847	- - - - -	5 6 0
Henbury - - - Ch. of E. 9	- - - - -	- - - - -	1 18 2½	137 6 0
Hollingworth - - - N.S. 7	222 0 0	1846	3 19 1½	41 2 3
" - - - - -	18 0 0	1856	- - - - -	- - - - -
Hoyle Lake - - - N.S. 7	70 0 0	1844	3 16 2	433 7 10
" - - - - -	9 8 6	1854	- - - - -	- - - - -
" - - - - -	68 10 8	1854	- - - - -	- - - - -
" - - - - -	109 0 0	1856	- - - - -	- - - - -
Hulme Walfield - - - N.S. 6	- - - - -	- - - - -	- - - - -	6 7 0
Hurdsfield, Upper - - - N.S. 10	400 0 0	1841	16 13 4½	448 7 0
" - - - - -	50 0 0	1844	- - - - -	- - - - -
" - - - - -	20 0 0	1845	- - - - -	- - - - -
Hurdsfield, Lower, Infants - N.S. 10	350 0 0	1845	5 2 2½	993 16 8
" - - - - -	6 8 0	1851	- - - - -	- - - - -
" - - - - -	19 6 0	1856	- - - - -	- - - - -
Huxley - - - N.S. 4	54 0 0	1851	1 10 0½	37 1 4
Hyde, Flowery Field School - - - 2	- - - - -	- - - - -	10 16 5½	659 12 4
Hyde, St. George's - - - N.S. 7	*300 0 0	1836	8 3 8½	470 14 4
Hyde, St. Paul's - - - R.C. 6	- - - - -	- - - - -	- - - - -	203 17 0
Hyde, St. Thomas' Church Sch. - - -	- - - - -	- - - - -	1 2 2	- - - - -
Kelsall, St. Philip's - - - N.S.	60 0 0	1846	1 9 8½	- - - - -
Kettleshulme - - - N.S.	207 0 0	1856	2 18 11	- - - - -
Kingsley - - - N.S.	120 0 0	1847	- - - - -	- - - - -
" - - - - -	59 5 0	1853	- - - - -	- - - - -
Knutsford - - - Par. 11	- - - - -	- - - - -	2 10 10	365 1 0
Knutsford, Girls - - - Ch. of E. 11	- - - - -	- - - - -	- - - - -	35 18 4
Knutsford (Lady Egerton's) Ch. of E. 11	- - - - -	- - - - -	- - - - -	89 0 0
Latchford, Infants - - - N.S. 5	100 0 0	1844	- - - - -	31 13 4
" - - - - -	15 16 0	1854	- - - - -	- - - - -
Lawton (Church), Boys & Girls - N.S. 6	105 0 0	1844	2 13 8	180 6 10
" - - - - -	12 13 4	1856	- - - - -	- - - - -
Lawton (Church), Girls' Industrial - - -	- - - - -	- - - - -	6 6 4½	968 15 4
Lees - - - N.S.	*35 0 0	1839	1 13 3½	- - - - -
Leftwich, Infants - - - N.S. 5	45 0 0	1842	- - - - -	26 10 0
Legh, High - - - Ch. of E. 11	18 1 6	1859	4 0 4	93 16 0
Leighton and Minshall-Vernon - N.S. 8	78 0 0	1841	5 3 9½	275 15 0
" - - - - -	21 0 0	1845	- - - - -	- - - - -
" - - - - -	78 0 0	1850	- - - - -	- - - - -
Lindow Common - - - B.S. 5	- - - - -	- - - - -	- - - - -	58 16 8
Liscard - - - N.S. 7	150 0 0	1842	3 4 6½	331 1 4
Liscard, St. Alban's - - - R.C. 6	- - - - -	- - - - -	4 15 1	161 15 2
Lostock Gralam - - - N.S. 6	120 0 0	1852	5 7 8½	405 13 8
Lymm - - - N.S. 6	- - - - -	- - - - -	2 16 2½	268 9 0
Macclesfield, Ch. Ch. - - - N.S. 10	200 0 0	1841	25 13 10	1,284 5 10
" - - - - -	175 0 0	1846	a20 0 0	- - - - -
" - - - - -	14 0 0	1846	- - - - -	- - - - -
" - - - - -	56 17 4½	1856	- - - - -	- - - - -
" - - - - -	24 18 0	1859	- - - - -	- - - - -
" - - - - -	194 1 6	1860	- - - - -	- - - - -
Macclesfield, Ch. Ch. (Crompton Road) - - - N.S. 10	232 0 0	1850	4 0 9½	280 5 6
" - - - - -	21 6 8	1857	- - - - -	- - - - -
Macclesfield, Mill Street - - - Wes. 2	- - - - -	- - - - -	5 0 0	68 9 8
Macclesfield, Old Ch. or Town - N.S. 11	34 0 0	1846	19 9 8	1,323 6 0
" - - - - -	20 0 0	1847	- - - - -	- - - - -
" - - - - -	22 0 0	1856	- - - - -	- - - - -
" - - - - -	77 15 0	1860	- - - - -	- - - - -
Macclesfield, St. Alban's - - - R.C. 6	- - - - -	- - - - -	11 15 1½	356 12 6
Macclesfield, St. Paul's - - - N.S. 10	417 0 0	1851	6 14 5½	502 13 0
" - - - - -	6 2 8	1856	- - - - -	- - - - -
" - - - - -	16 6 0	1857	- - - - -	- - - - -
Macclesfield, St. Peter's - - - N.S. 9	405 0 0	1846	- - - - -	19 2 0
" - - - - -	31 3 4	1856	- - - - -	- - - - -
Malpas (Allport's Endowed) - - - N.S. 11	- - - - -	- - - - -	6 5 3½	371 7 2
Marlston-cum-Lache - - - N.S.	£*20 0 0	1838	- - - - -	- - - - -
Marple - - - N.S. 7	*160 0 0	1838	6 11 4½	523 7 8
Marple (High Lane) - - - N.S. 7	152 0 0	1847	5 3 11½	222 6 0
Marton - - - N.S.	46 0 0	1843	0 15 2	11 5 0

a Scientific apparatus.

b School no longer exists.



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		Amount.	Date of Payment.					
CHESHIRE— <i>cont.</i>		£	s. d.	£	s. d.	£	s. d.	
Mere (Mrs. Langford Brooke's)	N.S. 11	-	- -	-	- -	2 0	0½	154 0 0
Middlewich	N.S. 6	*70	0 0	1835		10 2	1½	732 1 0
		1,111	10 0	1855				
Middlewich	Wes. 10	-	- -	-	- -	-	- -	15 0 0
Minshall (Church)	N.S.	-	- -	-	- -	1 17	6½	
Mossley	N.S. 10	250	0 0	1845		3 12	0	57 18 0
Mottram-in Longdendale	N.S. 7	20	13 0	1853		8 6	8	55 19 8
Moulton	N.S.	38	0 0	1843		0 13	1	
Nantwich	N.S. 6	*240	0 0	1838		19 5	0	1,510 6 8
"	"	55	0 0	1850				
"	"	119	15 6	1855				
Nantwich	Wes. 10	500	0 0	1857		12 2	3¼	767 8 0
Newton-in-Mottram	N.S. 7	500	0 0	1843		4 12	0½	392 5 6
		36	0 0	1847				
Neston	N.S. 7	837	0 0	1861		2 13	4½	171 12 10
Neston (Little),	General S. 8	-	- -	-	- -	2 5	10½	34 14 0
Norbury	N.S. 11	20	0 0	1845		4 19	2½	8 10 0
"	"	61	0 0	1853				
"	"	44	0 0	1855				
Northenden	N.S.	40	0 0	1841				
Northwich	Wes. 10	-	- -	-	- -	11 19	7½	726 6 0
Odd Rode, Girls' School	- 9	-	- -	-	- -	-	- -	7 0 0
Oulton Park School	- 11	-	- -	-	- -	-	- -	17 8 4
Over	N.S. 7	628	0 0	1859		4 3	0½	199 5 3
Over Lane	Wes. 10	-	- -	-	- -	8 0	2½	404 5 0
Oxton	N.S. 7	517	6 8	1853		19 10	11½	929 2 7
		25	0 0	1855				
Parkgate	Ch. of E.	144	0 0	1860				
Portwood	Wes. 5	1,284	0 0	1859		14 8	4	421 17 8
Poynton	N.S. 10	-	- -	-	- -	16 0	7½	1,979 7 5
Rainow	N.S.	150	0 0	1843		1 10	8½	
"	"	20	0 0	1843				
Romiley	N.S.	588	0 0	1860				
Rostherne	N.S. 11	-	- -	-	- -	1 10	10½	209 3 0
Rudheath	N.S. 5	-	- -	-	- -	4 12	8	128 11 0
Runcorn	N.S. 5	-	- -	-	- -	14 8	11½	692 15 1
Runcorn	Wes. 10	486	0 0	1849		24 13	2½	1,187 4 0
"	"	23	10 0	1857				
Runcorn, Holy Trinity	N.S. 5	308	0 0	1848		20 11	8½	1,494 19 5
"	"	59	0 0	1856				
Sale, "Township"	B.S. 2	-	- -	-	- -	3 2	4	127 18 0
Saltney-cum-Lache	N.S. 4	22	0 0	1854		7 1	4½	376 3 11
"	"	40	0 0	1855				
"	"	129	0 0	1856				
Sandbach	N.S. 6	250	0 0	1842		19 1	8	3,313 15 0
"	"	20	0 0	1845				
"	"	40	0 0	1848				
"	"	180	10 0	1850				
"	"	125	13 4	1856				
Seacombe	Wes. 8	735	0 0	1856		16 2	7½	546 19 0
Shadow Moss	N.S.	*30	0 0	1840				
Sharstone	N.S. 11	28	15 0	1858		1 0	0	88 13 4
Siddington and Capesthorpe	N.S. 10	150	0 0	1843		3 7	6	778 10 6
"	"	171	10 0	1856				
Smallwood	N.S. 10	100	0 0	1846		1 4	3½	212 9 0
"	"	10	10 0	1855				
"	"	50	0 0	1860				
Staley Millbrook, St. Paul's	N.S. 7	256	0 0	1848		1 17	1	75 12 6
Staley, St. Paul's	N.S. 7	315	0 0	1842		5 6	1½	1,198 7 11
"	"	185	0 0	1843				
"	"	100	0 0	1852				
Staleybridge, Factory	B.S. 3	-	- -	-	- -	28 7	11½	1,894 15 2
Staleybridge, St. Peter's	R.C. 6	-	- -	-	- -	11 6	11½	22 5 10
Stockport	B.S. 10	250	0 0	1845		16 2	1½	1,831 2 8
Stockport	N.S. 7	49	0 0	1858		-	- -	608 19 8
Stockport	R.C. 6	1,689	0 0	1859		31 10	1½	2,012 4 4
Stockport Ragged and Indust. S.	2	-	- -	-	- -	-	- -	309 11 4
Stockport, St. Peter's	N.S.	212	0 0	1845				
"	"	35	0 0	1846				

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CHESHIRE—cont.					
Stockport, St. Thomas'	- N.S. 7	£ 560 0 0	1837	£ 17 8 10½	£ 1,113 10 0
" "	- "	" 190 0 0	1837		
" "	- "	" 11 10 0	1849		
Stockton Heath	- Ch. of E. 5	- - -	- - -	6 10 3½	256 2 0
Stretton	- N.S. 5	- - -	- - -	1 11 6	896 4 0
Sutton-in-Eastham	- N.S. 4	- - -	- - -	2 11 1	233 6 4
Sutton (Higher), St. James'	- N.S. 10	*150 0 0	1841	- - -	37 12 0
Sutton, St. George's	- N.S. 11	250 0 0	1845	6 3 0¼	197 14 11
" "	- "	13 6 8	1849		
Sutton, St. George's Sunday and Infant School	- - -	*400 0 0	1836		
Tabley (Nether)	- Ch. of E. 11	- - -	- - -	1 7 6	26 17 8
Tarporley	- N.S. 6	304 0 0	1849	11 0 5	569 2 11
" "	- "	20 0 0	1855		
Tarvin	- N.S. 3	*77 0 0	1840	3 16 0	58 14 2
" "	- "	323 2 0	1859		
Tattenhall	- N.S. 11	560 0 0	1855	3 9 7½	526 13 4
Taxal and Fernilee	- N.S. 10	214 0 0	1843	1 13 4¾	308 19 0
Tilston	- Ch. of E. 11	- - -	- - -	4 3 10	496 16 4
Timperley	- N.S. 11	471 0 0	1856	- - -	58 11 0
Tintwistle	- N.S. 7	*195 0 0	1839	4 19 7½	414 18 6
" "	- "	100 0 0	1848		
" "	- "	13 17 4	1853		
" "	- "	5 0 0	1857		
Tintwistle	- B.S. 10	200 0 0	1840	18 4 2½	685 4 4
Tranmere, Limekiln Lane	- Ch. of E. 7	150 3 4	1854	9 16 5	604 0 8
Tranmere, St. Catherine's	- N.S. 7	774 12 0	1860	- - -	10 6 6
Upton, St. Mary's	- N.S. -	70 0 0	1843	1 13 4½	- - -
Upton (Overchurch)	- Ch. of E. 4	- - -	- - -	- - -	15 13 4
Utkinton	- N.S. -	45 0 0	1845	- - -	- - -
Vale House	- Ch. of E. 8	- - -	- - -	1 12 9¾	80 14 8
Wallasey, Girls'	- Ch. of E. 7	- - -	- - -	- - -	76 15 0
Warrington	- Ch. of E. 8	- - -	- - -	2 16 8	83 2 0
Weaverham	- N.S. 5	400 0 0	1857	17 0 9½	516 5 6
Westward Church School	- - -	- - -	- - -	1 11 0¾	- - -
Wharton	- N.S. 5	165 0 0	1847	10 9 4	975 4 0
" "	- "	39 18 6	1848	23 13 4	- - -
" "	- "	33 0 0	1855	- - -	- - -
" "	- "	13 0 0	1857	- - -	- - -
" "	- "	5 10 0	1858	- - -	- - -
" "	- "	210 0 0	1860	- - -	- - -
Wilmslow, Independent School	- 4	- - -	- - -	- - -	53 12 0
Wilmslow, The Oak (Styal)	- B.S. 4	- - -	- - -	- - -	438 3 0
Winsford, Weaver Navigation	- N.S. 5	150 0 0	1846	8 11 10½	285 16 0
" "	- "	3 0 0	1859	- - -	- - -
Witton	- N.S. 6	26 0 0	1855	- - -	2,185 17 11
" "	- "	167 10 0	1857	- - -	- - -
Woodbank	- N.S. 4	*30 0 0	1834	- - -	3 17 6
Woodcock's Well (Mow Cop)	- N.S. 9	345 18 0	1859	5 0 0	102 11 4
Woodford	- N.S. 10	123 0 0	1848	2 3 1½	102 9 2
Worleston	- N.S. -	40 0 0	1853	- - -	- - -
Wybunbury, Delve's Charity School	- 6	- - -	- - -	- - -	53 15 0
CORNWALL.					
Agnes, St.	- B.S.	6*250 0 0	1839	- - -	- - -
" "	- "	6126 10 0	1840	- - -	- - -
Altarnun	- N.S. 5	*32 0 0	1837	2 16 0½	91 3 0
Ashton, Infant School	- 8	- - -	- - -	- - -	3 5 0
Austell, St.	- B.S.	*100 0 0	1835	- - -	- - -
Austell, St.	- N.S. 8	*150 0 0	1837	3 1 3½	997 7 2
" "	- "	16 19 6	1848	- - -	- - -
" "	- "	25 0 0	1856	- - -	- - -
Baldin	- N.S. 7	120 0 0	1843	1 0 0	547 18 0
Blazey, St.	- N.S. 8	200 0 0	1845	1 9 10	84 8 10
" "	- "	12 0 0	1849	- - -	- - -
" "	- "	135 19 3	1857	- - -	- - -
Bodmin	- N.S. 7	- - -	- - -	1 18 8	113 8 0
Bodmin	- Wes. 6	- - -	- - -	8 13 11½	636 7 0

*a* Scientific apparatus.

*b* School in ruins.

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CORNWALL— <i>cont.</i>					
Boscastle - - - - -	N.S. 7	£ 50 0 0	1844	£ s. d. 2 12 11	£ s. d. 35 5 8
Bottoms, St. Levan - - - - -	Wes. 6	228 0 0	1850	7 2 4½	323 5 10
Breage, St. - - - - -	N.S. 8	*125 0 0	1840	5 0 7½	731 7 0
" - - - - -	"	30 0 0	1845		
" - - - - -	"	20 0 0	1850		
Breward, St. - - - - -	N.S. 7	- - - - -	- - - - -	2 6 0	170 2 0
Budock - - - - -	N.S. 6	- - - - -	- - - - -	- - - - -	86 2 0
Buryan, St. - - - - -	N.S. 8	34 17 2	1850	6 0 11	349 9 0
" - - - - -	"	6 13 6	1853		
" - - - - -	"	97 10 0	1858		
Callington - - - - -	N.S. 5	120 0 0	1842	1 17 6½	61 10 6
Calstock - - - - -	N.S. 4	430 0 0	1858	6 6 4	453 8 0
Camborne - - - - -	N.S. 7	225 0 0	1845	21 4 9½	869 5 0
" - - - - -	"	20 0 0	1848		
" - - - - -	"	61 17 0	1856		
" - - - - -	"	32 0 0	1861		
Camborne - - - - -	B.S. 6	*150 0 0	1835	17 8 8½	1,091 0 0
" - - - - -	"	78 13 4	1856		
Camelford - - - - -	N.S. 7	200 0 0	1854	2 16 0½	115 2 0
Cardynham - - - - -	N.S. 6	*50 0 0	1839		
Carminellis - - - - -	N.S. 7	- - - - -	- - - - -	1 18 2½	148 18 8
Carn Thomas, St. Mary's - - - - -	N.S. 7	- - - - -	- - - - -	- - - - -	496 10 0
Chacewater - - - - -	N.S. 7	180 0 0	1848	5 17 5	657 10 4
" - - - - -	"	20 0 0	1855		
Clowance School - - - - -	- 6	- - - - -	- - - - -	- - - - -	145 18 8
Constantine - - - - -	B.S. 6	*70 0 0	1833	16 7 4½	1,206 9 2
" - - - - -	"	38 13 4	1855		
" - - - - -	"	8 5 0	1855		
" - - - - -	"	5 0 0	1858		
Crowan, Girls - - - - -	N.S. 7	112 0 0	1845	2 18 9½	723 10 0
Cubert - - - - -	Ch. of E.	- - - - -	- - - - -	1 5 0	
Cury - - - - -	Ch.S.	- - - - -	- - - - -	1 7 1½	
Cusgarne - - - - -	N.S.	60 0 0	1844		
" - - - - -	"	24 0 0	1860		
Devoran - - - - -	N.S. 7	65 0 0	1847		227 19 0
Devyock - - - - -	N.S. 8	80 0 0	1845	2 7 5½	20 8 4
" - - - - -	"	4 8 6	1848		
" - - - - -	"	34 0 0	1850		
Dominick, St. - - - - -	N.S. 6	210 12 0	1859		35 19 0
Erth, St. - - - - -	Par. 7	80 0 0	1841	8 2 4	943 14 8
" - - - - -	"	4 10 0	1848		
" - - - - -	"	20 0 0	1850		
" - - - - -	"	10 5 0	1855		
Ervan, St. - - - - -	N.S. 7	200 0 0	1856	2 16 8	30 10 0
Ewe, St. - - - - -	N.S. 8	- - - - -	- - - - -	2 1 6	931 7 6
Falmouth - - - - -	N.S. 7	- - - - -	- - - - -	- - - - -	3 13 6
Falmouth - - - - -	B.S. 6	- - - - -	- - - - -	17 17 11½	2,093 9 10
Falmouth, Girls, New - - - - -	B.S.	- - - - -	- - - - -	5 10 11	
Feock, St. - - - - -	N.S. 7	65 0 0	1847	5 0 4½	250 9 0
Grade and Ruan, Minor - - - - -	N.S.	170 0 0	1860		
Grampound (with Creed) - - - - -	N.S. 7	166 10 0	1854	2 11 0½	20 17 0
Gulval - - - - -	N.S. 8	- - - - -	- - - - -	4 2 2½	38 12 0
Gunwalloe - - - - -	Ch.S.	- - - - -	- - - - -	1 0 1½	
Gwennap (Church Town) - - - - -	N.S. 8	*42 0 0	1840	6 14 7	412 16 4
" - - - - -	"	14 1 4	1851		
" - - - - -	"	11 11 0	1857		
Hayle, Copperhouse - - - - -	Wes. 7	- - - - -	- - - - -	8 1 7½	20 17 6
Hayle, Foundry School - - - - -	- 6	- - - - -	- - - - -	6 12 0½	256 19 0
Helstone - - - - -	N.S. 6	- - - - -	- - - - -	3 11 8½	267 3 4
Helstone - - - - -	Wes. 6	293 6 6	1858	3 15 7½	574 12 0
Hessenford, St. Ann's - - - - -	N.S. 1	7 17 8	1850	4 10 11½	380 9 3
Illogan, Boys - - - - -	N.S. 8	- - - - -	- - - - -	- - - - -	- - - - -
Illogan, Girls - - - - -	N.S. 8	81 0 0	1846	9 14 2½	1,367 19 7
" - - - - -	"	8 10 8	1859		
Ive, St. - - - - -	N.S. 1	45 10 0	1843	1 0 4½	92 8 3
" - - - - -	"	20 0 0	1844		
Ives, St. - - - - -	Wes. 6	- - - - -	- - - - -	20 14 7½	1,482 14 0
Ives, St. - - - - -	N.S. 7	300 0 0	1847	2 5 11½	16 0 0
Just, St. - - - - -	N.S. 8	193 0 0	1848	3 4 0½	237 10 2
Just, St. - - - - -	Wes. 6	155 0 0	1849	7 0 10½	420 1 0



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CORNWALL—cont.				
Kenwyn, St. George's	N.S. 8	£ 299 4 0	1858	£ 329 5 8
Kilkhampton	N.S. 6	20 8 0	1858	148 13 10
Kilkhampton	Wes. -	126 0 0	1858	
Landulph	Par. 1	17 15 6	1859	102 19 0
Launcells	N.S. -	60 0 0	1844	
Launceston and St. Thomas'	N.S. 5	*200 0 0	1840	878 17 4
"	"	10 0 0	1849	
Launceston	B.S. -	*100 0 0	1837	1 13 5
Lerrin	N.S. 1	120 0 0	1846	2 16 3½
Lewannick	Wes. 10	- - -	- - -	2 14 1
Lezant	N.S. -	70 0 0	1848	0 14 8
Liskeard	B.S. 6	*125 0 0	1835	15 18 10½
"	"	3 5 4	1849	
"	"	54 0 0	1856	
Liskeard, Infants	B.S. 6	- - -	- - -	587 7 4
Ludgvan	N.S. -	*90 0 0	1836	
Mabe	N.S. 7	- - -	- - -	9 0 0
Mabyn, St.	N.S. -	168 0 0	1847	
Marazion (Sir C. Cole's School)	7	- - -	- - -	3 11 7
Marham (Church)	Ch. of E. 6	- - -	- - -	9 11 0
Mawgan, St., Village School	6	- - -	- - -	37 14 0
Mawgan, St., (in Meneage) School	6	- - -	- - -	22 6 8
Mawnan, Village School	7	- - -	- - -	39 9 4
Menheniot	N.S. 1	20 4 2	1858	342 15 11
Merrymeet	N.S. 1	50 0 0	1846	120 10 9
Morwinstow	N.S. -	70 0 0	1845	
Mousehole	Wes. 6	243 0 0	1848	13 18 5
"	"	19 13 4	1851	918 19 0
"	"	7 16 8	1853	
"	"	15 0 0	1856	
Mylor Bridge	N.S. 8	- - -	- - -	13 13 9½
Newlyn	Wes. 7	406 0 0	1859	6 5 0
Pelynt	N.S. 1	75 0 0	1843	- - -
Pendeen	N.S. 8	241 10 0	1851	10 9 8½
Penrose	Ch. of E. 7	- - -	- - -	68 9 0
Penryn	N.S. 8	*150 0 0	1838	8 8 4½
"	"	10 5 0	1860	294 10 0
Penryn	Wes. 6	144 0 0	1850	12 11 11½
"	"	83 0 0	1855	935 15 0
Pensilva	N.S. 1	- - -	- - -	3 2 0
Penzance	N.S. 7	*340 0 0	1835	3 6 8
Penzance	Wes. 6	- - -	- - -	28 0 8½
Penzance, St. Pauls'	Ch. of E. 7	- - -	- - -	5 10 0
Perranzabuloe	N.S. -	90 0 0	1844	2 3 1
Phillack (Boys)	N.S. 7	- - -	- - -	- - -
Philleigh	Par. -	78 14 6	1861	- - -
Pillaton	N.S. 1	- - -	- - -	7 2 0
Polruan	N.S. 1	80 0 0	1845	1 12 6½
"	"	5 14 0	1849	80 5 0
Porthleven	N.S. 8	81 0 0	1846	3 3 1½
"	"	71 5 0	1860	123 4 8
Probus	Par. 6	- - -	- - -	- - -
Quethiock	N.S. -	*32 0 0	1840	3 0 5½
"	"	34 10 0	1860	
Redruth	N.S. 8	- - -	- - -	10 4 0½
Rilla Mill	B.S. 10	- - -	- - -	590 75 10
Ruby Mine School	6	- - -	- - -	62 14 0
Saltash	N.S. -	91 10 0	1842	10 11 0
Sancreed	N.S. -	140 0 0	1844	1 5 4
"	"	50 0 0	1845	
Scilly Isles, St. Mary's	N.S. 7	- - -	- - -	445 0 0
Stephen's, St. (St. Austell)	N.S. 8	- - -	- - -	40 6 0
Stoke Clymsland	N.S. 5	250 0 0	1853	4 8 9½
"	"	15 0 0	1854	679 0 4
"	"	9 0 0	1855	
Stratton	N.S. 6	180 0 0	1849	5 13 5
Tideford	N.S. 1	119 0 0	1849	1 13 4½
Tintagel	N.S. -	143 3 10	1855	1 0 7
Torpoint	Ch. of E. 4	- - -	- - -	- - -
Tresco (Scilly)	N.S. 7	- - -	- - -	52 19 0
"	"	- - -	- - -	629 15 2

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
CORNWALL—cont.				
Trevenson - - - - N.S. 8	£ s. d.		£ s. d.	£ s. d.
Trevenson-Pool - - - N.S. 8	81 0 0	1846	5 9 6½	1,358 3 4
Truro, Fairmantle Street, (late Cornwall Central) - - N.S. 8	42- 0 0	1857	11 13 0½	1,028 12 10
Truro, St. John's, Infant School - - N.S. 8	36 0 0	1857	12 3 8½	2,157 10 10
Truro, St. Mary's - - - N.S. 8	*120 0 0	1836	7 2 8½	60 17 1
Truro - - - - B.S. 6	*300 0 0	1839	31 6 8	741 15 4
Truro, Exeter, Practising School for Females - - - 8	363 0 0	1839	31 6 8	3,078 12 6
Tuckingsmill, All Saints' - - N.S. 8	120 0 0	1846	4 3 4½	36 6 3
Tywardreath - - - - N.S. 8	150 0 0	1842	4 11 11½	184 16 8
Wall - - - - - Wes. 6	30 0 0	1849	2 7 10	333 12 8
Warbstow - - - - N.S.	*30 0 0	1837	10 13 2½	321 8 0
Wendron - - - - N.S.	*90 0 0	1837		
Wenn, St. - - - - N.S. 6	160 0 0	1857	1 13 4½	41 4 4
Zennor - - - - N.S.	69 0 0	1841		
CUMBERLAND.				
Allonby - - - - B.S.	100 0 0	1841		
Allhallows - - - - Ch.S. 2	199 0 0	1855	2 14 2½	35 10 3
" - - - - - "	33 17 0	1856		
" - - - - - "	35 8 3	1858		
Alston - - - - N.S. 10	75 0 0	1844	4 9 7	625 15 0
" - - - - - "	70 0 0	1845		
" - - - - - "	22 7 6	1852		
" - - - - - "	25 0 0	1854		
" - - - - - "	7 10 0	1854		
Aspatria - - - - N.S. 10	15 0 0	1854	4 2 9½	478 14 0
Bees, St. - - - - N.S. 11	- - - -	- - - -	1 7 8	26 18 8
Blencogo - - - - Ch. of E. 2	- - - -	- - - -	4 6 3½	129 18 6
Blennerhasset - - - - Diss. S. 8	- - - -	- - - -	1 13 4	18 18 0
Bolton - - - - N.S. 2	264 0 0	1854	2 7 4	14 15 0
Bothel - - - - N.S. 2	236 0 0	1859	6 5 8	50 10 0
Braithwaite - - - - N.S. 2	- - - -	- - - -	2 19 3	82 5 0
Brampton - - - - N.S. 10	647 0 0	1857	15 7 5½	649 14 10
Brampton - - - - Eng. Pres. 8	- - - -	- - - -	- - - -	1 17 0
Brigham - - - - N.S. 2	- - - -	- - - -	4 19 2	607 16 7
Broughton, Great - - - Ch. of E. 11	112 10 0	1847	4 1 4½	69 13 8
" - - - - - "	30 15 0	1860		
Cargo - - - - Ch. Sch. 12	116 0 0	1856	1 14 2½	210 13 0
" - - - - - "	97 0 0	1858		
Carlisle - - - - B.S. 8	*300 0 0	1835	20 16 0½	1,534 16 0
" - - - - - "	54 0 0	1855		
Carlisle, Central - - - N.S. 10	- - - -	- - - -	16 6 6½	1,298 8 5
Carlisle, Ch. Ch. - - - N.S. 10	165 0 0	1842	23 15 10	1,301 18 0
" - - - - - "	100 0 0	1847		
" - - - - - "	60 0 0	1853		
Carlisle Education Society's Sch. - 1	- - - -	- - - -	12 15 4	51 15 0
Carlisle, Holy Trinity - - N.S. 10	145 10 0	1843	5 0 0	809 11 10
" - - - - - "	25 0 0	1845		
" - - - - - "	26 0 0	1852		
Carlisle, St. Patrick's - - R.C. 7	64 0 10	1855	12 7 5½	913 9 6
Carlisle, Shaddon Works - - Ch.S. 10	- - - -	- - - -	12 17 4	597 12 4
Carlisle (The Fawcett) - - N.S. 10	334 0 0	1851	28 4 3½	1,609 0 6
" - - - - - "	18 6 4	1853		
Cleator - - - - N.S. 10	- - - -	- - - -	- - - -	20 12 6
Cleator Mill - - - - B.S. 8	- - - -	- - - -	11 11 6½	401 1 8
Clifton - - - - N.S. 11	404 8 0	1859	- - - -	20 16 8
Cockermouth - - - - N.S. 10	170 0 0	1845	25 2 10	1,273 16 10
" - - - - - "	81 15 0	1855		
" - - - - - "	38 3 0	1855		
Cotehill - - - - Ch.S. 12	97 10 0	1855	1 8 8	36 10 0
Crosby, Cross Canonby - - N.S.	- - - -	- - - -	2 6 8	

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CUMBERLAND—cont.						
Crosby-on-Eden	- - - N.S.	10	£ 66 10 0	1845	£ 4 9 5	£ 330 9 0
"	- - - "	"	50 0 0	1846		
"	- - - "	"	22 13 4	1854		
Crosthwaite	- - - N.S.	2	- - - - -	- - -	3 4 6	159 17 1
Crosthwaite, Free Grammar School	- - - N.S.	2	- - - - -	- - -	- - -	313 15 0
Cumrew	- - - N.S.	"	50 0 0	1846	1 3 4	
"	- - - "	"	7 0 0	1846		
Dalston	- - - Ch. of E.	7	- - - - -	- - -	- - -	53 3 0
Dacre	- - - N.S.	"	*40 0 0	1836		
Dearham	- - - Ch. of E.	"	- - - - -	- - -	1 16 2½	
Dovenby	- - - N.S.	"	100 0 0	1845		
Drumburgh	- - - N.S.	"	*45 0 0	1836	2 7 8½	
Fingland	- - - N.S.	"	*30 0 0	1838		
Flimby	- - - N.S.	"	- - - - -	- - -	2 0 9	
Frizington	- - - N.S.	"	*25 0 0	1839		
Garrigill Gate	- - - B.S.	"	- - - - -	- - -	2 13 4	
Greystoke	- - - N.S.	10	- - - - -	- - -	4 2 4	98 6 8
Harrington	- - - Ch. of E.	10	- - - - -	- - -	3 2 5½	34 18 4
Hensingham	- - - N.S.	10	- - - - -	- - -	- - -	7 8 0
Hesket-in-the-Forest	- - - Par.	3	- - - - -	- - -	- - -	35 11 4
High Plains	- - - B.S.	"	- - - - -	- - -	3 7 6½	
Holme Cultram, Abbey Town	- - - N.S.	11	- - - - -	- - -	1 6 8½	25 4 0
Holme Cultram, Aldoth	- - - N.S.	"	- - - - -	- - -	1 3 1½	
Holme Cultram, St. Cuthbert's	- - - N.S.	"	70 0 0	1815		
Holmehead	- - - B.S.	8	- - - - -	- - -	- - -	411 18 4
Houghton	- - - Ch. of E.	"	- - - - -	- - -	1 13 4	
Hutton Mar	- - - Ch. of E.	2	- - - - -	- - -	- - -	123 15 0
Ireby, Grammar School	- - - N.S.	2	- - - - -	- - -	4 7 6½	71 11 0
Irton	- - - B.S.	"	- - - - -	- - -	2 10 0½	
Ive Gill	- - - B.S.	"	*30 0 0	1840		
Keswick, St. John's	- - - N.S.	2	- - - - -	- - -	2 4 4½	434 6 4
Kirkoswald	- - - N.S.	2	298 7 0	1857	3 19 8½	141 10 0
Laversdale	- - - Ch. of E.	3	284 0 0	1857	1 11 7½	37 14 8
Leadgate-in-Alston	- - - N.S.	10	- - - - -	- - -	9 17 6	472 6 2
Longtown, United School	- - - N.S.	8	430 0 0	1858	15 1 4	318 1 8
Maryport	- - - N.S.	10	396 0 0	1848	7 6 8½	238 15 0
"	- - - B.S.	8	30 10 0	1855		
Maryport	- - - B.S.	8	100 0 0	1846	15 1 7½	828 17 0
"	- - - "	"	15 0 0	1849		
"	- - - "	"	20 0 0	1853		
"	- - - "	"	14 3 2	1859		
Melmerby	- - - Ch. of E.	"	313 8 0	1861	2 1 8	
Millom	- - - N.S.	"	194 0 0	1858		
Mungrisdale School	- - - N.S.	2	- - - - -	- - -	- - -	29 13 0
Newby	- - - N.S.	"	50 0 0	1853		
Newlands	- - - N.S.	"	- - - - -	- - -	1 0 0½	
Newton, West, St. Matthew's	- - - N.S.	11	- - - - -	- - -	- - -	90 18 0
Ousely, St. Luke's	- - - N.S.	"	80 0 0	1857		
Penrith	- - - Wes.	8	234 15 0	1852	13 15 6½	957 11 10
Penrith	- - - B.S.	6	200 0 0	1848	3 6 8	308 7 8
"	- - - "	"	38 0 0	1856		
Penrith	- - - N.S.	2	431 0 0	1858	4 0 0	382 10 0
Plumbland	- - - N.S.	"	- - - - -	- - -	4 11 8	
Raughton Head	- - - Ch. of E.	2	- - - - -	- - -	- - -	24 5 4
Salkeld, Great	- - - N.S.	2	283 0 0	1856	2 14 10½	189 5 4
Scaleby	- - - N.S.	"	40 0 0	1847		
Silloth, St. Paul's	- - - N.S.	2	426 0 0	1859	4 3 4½	41 2 0
Stanwix	- - - N.S.	10	*55 0 0	1839	15 12 6½	1,855 13 8
"	- - - "	"	100 0 0	1844		
"	- - - "	"	55 0 0	1845		
"	- - - "	"	19 18 8	1848		
"	- - - "	"	25 0 0	1849		
"	- - - "	"	45 0 0	1849		
"	- - - "	"	13 6 8	1851		
"	- - - "	"	49 10 0	1853		
"	- - - "	"	18 0 0	1856		
"	- - - "	"	18 0 0	1858		
Stanwix, Reformatory	- - - N.S.	6	- - - - -	- - -	2 0 0	205 15 8
Talkin	- - - Ch. of E.	11	282 0 0	1859	2 1 8½	79 19 8
Thursby, Endowed School	- - - "	"	- - - - -	- - -	7 9 11	



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CUMBERLAND—cont.				
Uldale, Grammar School	£ 54 0 0	1857	£ 4 16 7	137 7 0
Upperby - - - - N.S. 11	174 0 0	1854	2 15 0½	119 15 4
Warwick - - - - B.S. 8	- - - -	- - - -	- - - -	51 12 11
Watermillock Grammar School -	170 12 0	1861	- - - -	- - - -
Wetheral, Village - - Ch. S. 12	90 0 0	1855	3 15 2½	190 7 4
Whitehaven - - - - P.U. 11	- - - -	- - - -	- - - -	56 10 0
Whitehaven, St. Mary's - - R.C. 7	- - - -	- - - -	7 10 0½	14 6 8
Whitehaven, St. Nicholas' - N.S. 11	213 0 0	1847	3 12 7	426 8 8
Whitehaven, Holy Trinity - N.S. 10	10 6 0	1857	- - - -	- - - -
" - - - - " - - - -	*200 0 0	1837	15 17 7½	1,666 5 0
" - - - - " - - - -	75 0 0	1848	- - - -	- - - -
Wigton - - - - B.S. 10	206 6 8	1852	- - - -	- - - -
Wigton - - - - N.S. 10	*210 0 0	1834	- - - -	- - - -
Wigton, St. Cuthbert's - - R.C. 8	- - - -	- - - -	13 19 0½	480 0 0
Workington - - - - Ch. of E. 11	- - - -	- - - -	2 10 0½	92 8 0
Workington - - - - R.C. 8	516 9 0	1861	8 9 9½	43 2 2
Wreay - - - - N.S. 12	- - - -	- - - -	- - - -	70 0 5
Yanwath - - - - Ch. of E. 2	- - - -	- - - -	5 9 5½	249 11 4
" - - - - " - - - -	- - - -	- - - -	a9 6 3	- - - -
" - - - - " - - - -	- - - -	- - - -	- - - -	121 12 0
DERBYSHIRE.				
Alfreton - - - - N.S. 9	350 0 0	1848	3 19 5½	288 16 6
Alkmonton - - - - N.S. 9	- - - -	- - - -	- - - -	57 6 8
Allestree - - - - N.S. 6	207 0 0	1856	6 0 0	300 8 0
Alvaston and Boulton - Ch. of E. 7	335 0 0	1860	3 0 0	2 18 0
Ashbourne - - - - N.S. 7	- - - -	- - - -	4 19 5	730 14 4
Ashford - - - - N.S. 9	- - - -	- - - -	1 1 8	20 13 4
Ashover Hill - - - - Ch. S. 8	- - - -	- - - -	1 13 4	52 14 0
Aston-on-Trent - - - - N.S. 8	54 0 0	1845	1 9 0	28 18 8
Bakewell - - - - N.S. 9	137 5 0	1848	- - - -	118 3 0
Bamford - - - - N.S. 7	62 10 0	1842	1 1 3½	- - - -
Baslow, Ch. Ch. - - - - N.S. 7	- - - -	- - - -	2 13 11½	105 16 8
Beighton and Hackenthorpe - N.S. 7	367 0 0	1855	- - - -	188 15 8
Belper - - - - N.S. 7	536 0 0	1849	9 9 7½	1,269 3 0
Belper - - - - P.U. 7	- - - -	- - - -	- - - -	62 10 0
Bentley (Fenny) - - - - Wes. 11	- - - -	- - - -	9 4 2	734 18 0
Biggin, St. Thomas' - - - - Ch. of E. 8	- - - -	- - - -	2 1 7½	140 11 0
Bolsover - - - - N.S. 9	150 0 0	1849	3 15 7	- - - -
" - - - - N.S. 9	40 0 0	1845	1 0 9½	3 0 0
" - - - - N.S. 9	70 0 0	1848	- - - -	- - - -
Bonsall - - - - Ch. of E. 6	- - - -	- - - -	2 0 0½	140 4 8
Borrowash, Infants - - - - N.S. 7	- - - -	- - - -	2 16 1	90 12 6
Boylestone - - - - N.S. 9	90 0 0	1846	4 13 6	7 10 0
Brackenfield - - - - N.S. 7	70 0 0	1845	3 4 2	90 3 0
" - - - - " - - - -	35 0 0	1847	- - - -	- - - -
" - - - - " - - - -	4 4 0	1847	- - - -	- - - -
" - - - - " - - - -	13 13 0	1855	- - - -	- - - -
" - - - - " - - - -	2 10 0	1857	- - - -	- - - -
Brailsford - - - - N.S. 7	- - - -	- - - -	2 3 9½	456 18 0
Brampton, St. Thomas' - - N.S. 7	36 0 0	1861	1 11 3½	185 5 0
Brassington - - - - N.S. 7	- - - -	- - - -	- - - -	44 12 0
Breaston - - - - N.S. 10	144 0 0	1857	- - - -	- - - -
Brimington - - - - N.S. 10	75 0 0	1841	3 0 0	16 10 0
Broughton (Church) - - - - N.S. 9	- - - -	- - - -	1 9 0	- - - -
Buxton, Endowed - - - - N.S. 9	- - - -	- - - -	2 14 11½	32 10 0
Buxton - - - - Wes. 8	92 10 0	1851	2 3 4½	- - - -
Castleton (Boys) - - - - N.S. 8	- - - -	- - - -	- - - -	47 7 8
Castleton (Girls) - - - - N.S. 8	- - - -	- - - -	- - - -	173 16 6
Chapel-en-le-Frith - - - - N.S. 7	*105 0 0	1840	3 16 2	709 15 4
" - - - - " - - - -	8 17 0	1847	- - - -	- - - -
" - - - - " - - - -	17 0 0	1853	- - - -	- - - -
Charlesworth - - - - N.S. 9	250 0 0	1851	6 15 4½	354 4 0
Charlesworth - - - - B.S. 11	- - - -	- - - -	2 10 5	538 5 0
Chesterfield, Trinity - - - N.S. 7	- - - -	- - - -	- - - -	215 14 0
Chesterfield, Victoria - - N.S. 7	160 0 0	1848	2 3 3	948 13 4
" - - - - " - - - -	30 0 0	1855	- - - -	- - - -

a Scientific apparatus.

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	Amount.	Date of Payment.		
DERBYSHIRE— <i>cont.</i>				
Chesterfield, Old - - - N.S.	£ 50 0 0	1847	£ 3 4 5½	£ s. d.
Chesterfield - - - R.C. 7	- - - - -	- - - - -	2 10 0½	55 19 0
Chinley - - - B.S.	*40 0 0	1835	- - - - -	- - - - -
Clay Cross Iron Works School - 11	- - - - -	- - - - -	- - - - -	406 1 0
Clay Cross, St. Bartholomew's - Par. 7	- - - - -	- - - - -	- - - - -	151 2 0
Clifton - - - Ch. of E. 7	- - - - -	- - - - -	- - - - -	22 0 0
Codnor, Girls' and Infants' - N.S. 7	550 0 0	1860	- - - - -	91 1 8
Codnor and Loscoe, Boys' - N.S. 8	67 0 0	1842	11 3 8½	233 12 0
" " - - - "	52 0 0	1856	- - - - -	- - - - -
" " - - - "	121 0 0	1860	- - - - -	- - - - -
Crich - - - N.S. 8	250 0 0	1848	6 14 0	184 7 6
" " - - - "	34 8 10	1859	- - - - -	- - - - -
Darley, South - - - Ch. of E. 8	- - - - -	- - - - -	- - - - -	17 3 4
Derby - - - B.S. 11	450 0 0	1844	21 17 10½	2,202 0 8
" " - - - "	55 0 0	1856	- - - - -	- - - - -
Derby, All Saints' - - - N.S. 8	*160 0 0	1837	30 15 2	934 1 6
" " - - - "	311 0 0	1852	- - - - -	- - - - -
" " - - - "	9 0 0	1857	- - - - -	- - - - -
Derby, Canal Street - - - Wes. 11	- - - - -	- - - - -	9 15 10½	289 10 6
Derby, Ch. Ch. - - - N.S. 9	250 0 0	1852	11 19 3½	941 12 10
" " - - - "	3 12 6	1857	- - - - -	- - - - -
" " - - - "	6 15 0	1858	- - - - -	- - - - -
Derby, Curzon Street - - - N.S. 8	355 0 0	1842	31 19 11	2,525 7 2
" " - - - "	40 0 0	1845	- - - - -	- - - - -
" " - - - "	12 0 0	1846	- - - - -	- - - - -
" " - - - "	20 0 0	1849	- - - - -	- - - - -
" " - - - "	13 6 8	1850	- - - - -	- - - - -
" " - - - "	7 0 0	1851	- - - - -	- - - - -
" " - - - "	8 19 0	1853	- - - - -	- - - - -
Derby, Diocesan Board - - - "	- - - - -	- - - - -	12 4 11	- - - - -
Derby, Holy Trinity - - - N.S. 8	250 0 0	1841	39 11 1½	5,010 0 0
" " - - - "	306 0 0	1851	- - - - -	- - - - -
" " - - - "	70 0 0	1853	- - - - -	- - - - -
Derby, King Street, - - - Wes. 11	- - - - -	- - - - -	14 18 5½	706 13 4
Derby, Practising School - - - 10	277 0 0	1855	6 3 4½	256 5 0
Derby Ragged School - - - 5	372 0 9	1859	3 10 9½	49 1 1
Derby, St. Alkmund's - - - N.S. 8	211 0 0	1853	18 6 1	953 4 10
Derby, St. Joseph's - - - R.C. 9	- - - - -	- - - - -	7 14 8	278 0 0
Derby, St. Mary's - - - R.C. 7	- - - - -	- - - - -	14 11 9½	608 1 0
Derby, St. Michael's - - - N.S. 8	- - - - -	- - - - -	3 9 3	301 0 8
Derby, St. Paul's - - - N.S. 7	234 15 0	1852	5 12 3	574 14 8
Derby, St. Peter's (Bag Lane), Infants - - - N.S. 7	*85 0 0	1840	1 12 5½	118 10 0
Derby, St. Peter's (Devonshire St.), Girls - - - N.S. 7	*125 0 0	1839	4 13 6½	365 19 4
" " - - - "	15 13 4	1859	- - - - -	- - - - -
Derby, St. Peter's (Siddal's Lane), Infants - - - N.S.	<sup>a</sup> *160 0 0	1834	9 12 2½	23 0 11
Derby, St. Peter's (Traffic St.), - N.S. 8	<sup>b</sup> 124 0 0	1847	9 3 4½	507 1 0
" " - - - "	8 0 0	1860	- - - - -	- - - - -
Dore - - - N.S.	20 0 0	1846	1 14 1½	- - - - -
Doveridge - - - N.S. 8	- - - - -	- - - - -	- - - - -	310 7 10
Draycott and Wilne - - - Par. 7	386 0 0	1854	6 13 9	397 18 0
Duffield, Endowed - - - N.S. 7	21 0 0	1855	8 15 7¼	402 2 0
Eaton, Little - - - N.S. 8	50 0 0	1842	9 1 10½	774 0 9
" " - - - "	15 0 0	1849	- - - - -	- - - - -
" " - - - "	20 0 0	1849	- - - - -	- - - - -
Eaton, Long - - - N.S. 9	- - - - -	- - - - -	4 2 6½	55 2 4
Edale - - - N.S. 8	- - - - -	- - - - -	1 2 10	29 11 0
Edensor - - - N.S. 8	- - - - -	- - - - -	- - - - -	376 12 8
Eyam - - - N.S.	- - - - -	- - - - -	1 1 4¼	5 16 8
Glossop - - - B.S.	<sup>c</sup> *225 0 0	1836	- - - - -	- - - - -
Glossop (Duke of Norfolk's) - B.S. 4	31 11 3	1859	10 4 9½	792 6 5
Glossop, Dinting Vale, Printworks School - - - 11	- - - - -	- - - - -	4 2 10¼	69 4 8

<sup>a</sup> For Siddal's Lane and Traffic Street School.

<sup>b</sup> For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street Schools.

<sup>c</sup> School pulled down, and part of proceeds of sale of material, with interest (165*l.* 8*s.* 1*d.*), repaid to the Lords of Her Majesty's Treasury.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
DERBYSHIRE—cont.				
Grassmoor, Hasland School	8	£ s. d.	£ s. d.	£ s. d.
Hadfield	Wes. 11	- - -	- - -	53 16 8
Hardwick	N.S. 10	- - -	7 14 8½	557 1 4
Hassop and Calver	E.C. 7	- - -	- - -	17 2 0
Hathersage	Ch. of E. 7	304 0 0	1859	60 12 8
Hathersage	Wes. 12	- - -	2 10 0½	208 2 4
Hayfield, Town's	N.S. 8	*116 0 0	1839	12 0 0
Hazlewood	N.S. 9	69 0 0	1846	4 7 0
Heage	N.S. 10	68 0 0	1841	2 8 0
"	"	70 2 5	1859	61 0 0
Heanor	N.S. 10	220 0 0	1848	- - -
"	"	40 8 0	1856	9 11 11½
Hope	Ch. of E.	- - -	- - -	697 14 0
Horsley, Endowed	N.S. 7	24 13 4	1849	1 15 0
"	"	10 7 0	1857	94 15 0
Hulland	N.S. 9	- - -	- - -	- - -
Ilkeston	B.S. 12	200 0 0	1846	1 17 8½
"	"	86 0 0	1860	64 13 0
Ilkeston	N.S. 8	131 5 0	1851	6 10 10
"	"	279 8 0	1861	7 17 0½
Ironville	N.S. 8	490 0 0	1852	1,060 18 0
Kniveton	N.S.	53 0 0	1849	16 19 10½
Langley (Kirk)	N.S.	40 0 0	1845	1,453 2 4
Lea, Public School	- 11	512 5 0	1860	5 9 10
Littleover	N.S.	70 0 0	1845	2 12 1½
Longford	Par. 7	- - -	- - -	- - -
Lullington	Ch. of E. 10	- - -	- - -	- - -
Matlock Bath	N.S. 7	205 0 0	1854	209 5 0
Measham	N.S. 5	*20 0 0	1837	51 6 0
"	"	60 0 0	1847	246 4 0
"	"	28 0 0	1851	1,025 19 0
"	"	57 6 6	1855	- - -
Melbourne	N.S. 8	54 0 0	1853	- - -
Mickleover	Ch.S.	- - -	- - -	12 16 1½
Middleton	N.S. 9	75 0 0	1846	1 0 8½
"	"	20 16 0	1859	1 18 11½
Middleton (Stoney)	N.S. 10	- - -	- - -	70 5 8
Millford	B.S. 12	- - -	- - -	- - -
Monyash	N.S. 8	- - -	- - -	44 10 9½
Morley	N.S.	- - -	- - -	2,185 6 0
Newhall	N.S. 8	17 1 9	1850	1 0 1
Newmills	N.S. 8	- - -	- - -	1 13 4
Newmills	Wes. 4	300 0 0	1846	3 15 3
Newton-Solney	N.S. 10	- - -	- - -	80 0 4
Normanton (South)	N.S.	*64 0 0	1839	3 13 4½
Normanton	Ch. of E. 8	- - -	- - -	71 7 0
Norton, Greenhill	N.S. 7	46 0 0	1844	37 1 8
Ockbrooke	N.S. 8	200 0 0	1850	69 8 4
"	"	11 0 0	1855	34 12 0
"	"	16 10 0	1858	399 11 10
Osmaston	N.S. 7	- - -	- - -	- - -
Parwich	N.S. 7	- - -	- - -	8 0 0½
Pentrich	N.S.	- - -	- - -	605 10 0
Pleasley Works	B.S. 1	- - -	- - -	32 6 0
Ravenstone	N.S. 9	- - -	- - -	1 13 4
Riddings	N.S. 8	- - -	- - -	- - -
Ridgeway	N.S. 9	345 0 0	1845	106 5 0
Ripley	Wes. 12	*80 0 0	1837	2 10 0
Ripley, Boys, Girls, and Infants	N.S.	800 0 0	1856	10 15 1
"	"	200 0 0	1857	1 10 0½
Sawley	N.S. 10	415 0 0	1860	4 3 4
Scropton	N.S. 10	80 0 0	1853	3 16 9½
"	"	31 5 0	1861	3 16 9½
Shardlow	Par. 7	- - -	- - -	1,161 16 0
Shipley and Cotmanhay	N.S. 7	436 10 0	1860	5 3 0
Shirebrook	N.S.	83 5 0	1852	5 3 0
Shirland	N.S. 8	133 10 0	1851	3 17 5
Shirley	N.S. 10	62 0 0	1845	2 3 4
"	"	26 6 8	1856	50 0 0
"	"	- - -	- - -	10 16 8½
"	"	- - -	- - -	303 13 0



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	Amount.	Date of Payment.		
DERBYSHIRE—cont.				
Smalley - - - - N.S. 8	£ s. d. 35 0 0	1848	£ s. d. 4 3 7½	£ s. d. 617 15 8
" - - - - "	153 0 0	1848		
" - - - - "	10 0 0	1858		
" - - - - "	4 5 0	1858		
Spink Hill, St. Mary's - - R.C. 7	- - - -	- - - -	5 17 2½	467 3 4
Spondon - - - - N.S. 8	183 0 0	1840	- - - -	261 10 4
Stanton-by-Dale Abbey - N.S. 8	263 0 0	1854	1 17 7½	191 15 4
" - - - - "	12 0 0	1858		
Stapenhill - - - - N.S. 7	- - - -	- - - -	4 10 10½	227 15 4
Staveley - - - - N.S. 7	200 0 0	1844	1 5 7½	65 16 8
Staveley Works School - - - - 7	- - - -	- - - -	6 6 0	468 1 0
Sudbury (Lady Vernon's) - N.S. 8	- - - -	- - - -	- - - -	815 18 4
Swadlincote - - - - N.S. 10	- - - -	- - - -	1 18 3½	54 8 4
Tansley - - - - N.S. 9	60 0 0	1842	5 16 8	96 0 0
" - - - - "	60 0 0	1849		
" - - - - "	43 14 6	1858		
Tibshelf - - - - N.S. 7	- - - -	- - - -	1 16 11	124 3 6
Tideswell - - - - N.S. 8	255 0 0	1847	- - - -	18 6 8
" - - - - "	50 0 0	1850		
Turnditch - - - - N.S. 7	75 0 0	1847		
Wessington - - - - N.S. 8	13 0 0	1859		
" - - - - "	16 14 8	1859		
Whitfield - - - - N.S. 8	300 0 0	1848	12 15 0	213 13 0
Whittington, Endowed - Par. 8	144 0 0	1849	3 13 7½	
Whitwell - - - - Ch. of E. 8	- - - -	- - - -	- - - -	62 10 0
Wirksworth - - - - N.S. 9	234 0 0	1852	14 7 8	451 13 8
" - - - - "	56 0 0	1859		
Yeaveley - - - - N.S. 10	26 10 0	1842	- - - -	37 10 0
" - - - - "	32 0 0	1847		
DEVONSHIRE.				
Appledore - - - - N.S. 6	130 0 0	1844	4 0 0½	725 13 0
" - - - - "	6 6 8	1852		
Asinborton, Infants - - - - N.S. 8	*38 0 0	1838		
Ashford - - - - Ch. of E. 8	75 4 0	1858		
Ashreigney - - - - N.S. 8	361 16 0	1861		
Ashton - - - - N.S. 8	*37 0 0	1839	1 0 0	
Aveton-Gifford - - - - N.S. 11	463 4 0	1858	5 16 8½	119 5 8
Awliscombe - - - - N.S. 4	*36 0 0	1840	- - - -	3 10 0
Axminster - - - - N.S. 4	158 0 0	1850	7 2 4½	1,243 18 6
Axmouth - - - - N.S. 4	8 11 4	1853	3 16 11½	360 2 0
" - - - - "	10 10 0	1856		
Earnstaple - - - - N.S. 2	*100 0 0	1835	- - - -	514 8 8
Barnstaple - - - - Wes. 11	499 0 0	1859	20 12 6½	724 12 10
Barnstaple, Blue Coat Boys, En- dowed School - - - - 5	- - - -	- - - -	- - - -	347 3 4
Barnstaple, Holy Trinity - N.S. 6	345 0 0	1849	7 0 0	257 14 4
Beaworthy - - - - N.S. 8	*25 0 0	1834		
Berryn Arbor - - - - N.S. 5	126 0 0	1848	1 4 2	78 15 8
Bickington - - - - Ch. of E. 5	- - - -	- - - -	- - - -	87 10 0
Bickleigh - - - - N.S. 8	55 0 0	1842		
" - - - - "	4 13 4	1853		
Bideford - - - - B.S. 12	*240 0 0	1837	20 0 7½	1,309 8 2
" - - - - "	86 1 7	1856		
Bideford, Longbridge - - - - N.S. 5	125 0 0	1849	3 5 9½	1,251 8 4
Blackawton - - - - N.S. 8	*37 0 0	1836		
Bovey North - - - - N.S. 11	- - - -	- - - -	- - - -	60 14 2
Bovey Tracey - - - - N.S. 4	*87 0 0	1835	2 13 11	128 12 0
Bradninch - - - - N.S. 3	*99 0 0	1838	2 7 2½	87 0 4
" - - - - "	25 0 0	1850		
" - - - - "	27 18 0	1855		
Bramford Speke, Village School - 3	- - - -	- - - -	- - - -	24 6 6
Brampford Wood, Reformatory - 3	- - - -	- - - -	0 19 2	217 5 11
Bratton Clovelly - - - - N.S. 8	*65 0 0	1838	1 6 4	
Bratton Fleming - - - - N.S. 6	65 0 0	1841	1 18 4	26 19 8
" - - - - "	10 6 0	1859		
Bridgetown - - - - S. 10	- - - -	- - - -	- - - -	17 5 0

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DEVONSHIRE—cont.					
Brixham, Endowed	Ch.S. 4	£ 50 0 0	1854	£ 5 12 2½	£ 585 1 10
Brixham, Girls' School	- 4	- - -	-	- - -	106 0 0
Brixham, Infant School	- 4	- - -	-	- - -	214 3 8
Brixham	B.S. 11	- - -	-	- - -	128 3 0
Broadclyst	N.S. 5	- - -	-	3 6 11	151 6 0
Buckfastleigh	N.S. 11	189 0 0	1842	2 12 4½	218 15 8
Buckfastleigh	B.S.	*170 0 0	1835	- - -	- - -
Buckland (Egg.)	N.S.	133 0 0	1848	- - -	- - -
Buckland Monachorum	Ch.S.	150 0 0	1859	- - -	- - -
Buckland, West	N.S. 6	70 0 0	1846	- - -	6 19 0
"	"	20 0 0	1847	- - -	- - -
"	"	20 0 0	1854	- - -	- - -
Budeaux, St.	N.S.	*40 0 0	1837	- - -	- - -
Burlescombe	Ch. of E. 2	304 0 0	1860	- - -	6 14 9
Burrington	N.S. 6	332 0 0	1857	- - -	47 14 8
Butterleigh	N.S.	26 0 0	1844	- - -	- - -
Cadeleigh	N.S.	40 0 0	1842	- - -	- - -
Castle Hill	N.S. 6	- - -	-	3 15 10	420 7 4
Chagford	Par. 3	123 12 6	1861	3 9 3½	398 8 2
Charles	Ch. of E. 6	80 0 0	1860	1 10 0½	6 2 6
Cheriton, Bishop	N.S.	*25 0 0	1838	- - -	- - -
Chevithorne	Ch. of E. 4	250 0 0	1857	- - -	151 13 0
Chittlehampton	N.S. 6	- - -	-	- - -	217 5 0
Chudleigh	N.S. 11	799 16 0	1858	3 4 10½	233 7 8
Chumleigh	B.S.	*50 0 0	1836	6 19 0½	- - -
Colebrooke	N.S.	*140 0 0	1835	- - -	- - -
Coleridge	N.S. 5	- - -	-	- - -	42 9 8
Collumpton	N.S. 4	21 0 0	1853	6 16 6½	232 17 8
Colyton	N.S.	*92 0 0	1836	2 19 9½	15 2 3
Colyton Rawleigh	N.S. 4	60 0 0	1841	1 1 1	- - -
Combmartin	N.S. 5	104 15 6	1854	4 12 11½	440 7 8
Cornwood	N.S. 3	315 0 0	1860	- - -	25 6 0
Countess Wear	N.S. 4	100 0 0	1854	1 12 10½	35 3 0
Culmstock	N.S. 3	*70 0 0	1840	- - -	5 17 0
Dartmoor Prison	N.S. 4	- - -	-	6 13 4½	359 15 0
Dartmouth, St. Petrox	N.S. 11	- - -	-	- - -	72 4 0
Dawlish	N.S. 3	- - -	-	- - -	535 7 4
Devon and Exeter, Central	N.S. 3	1,395 0 0	1858	31 16 8½	2,031 15 8
Devon and Exeter Church Teachers' Association	-	- - -	-	4 10 10½	- - -
Devonport, Royal Naval and Military Free School	- 12	653 0 0	1849	28 4 11½	3,012 14 0
"	"	250 0 0	1854	- - -	- - -
"	"	35 0 0	1857	- - -	- - -
"	"	40 0 0	1858	- - -	- - -
Devonport, St. James'	N.S. 3	- - -	-	15 8 6	865 9 0
Devonport, St. Mary's	N.S. 4	- - -	-	5 0 0	464 14 0
Devonport, St. Stephen's	N.S. 4	- - -	-	8 15 10½	1,355 9 8
Devonport, St. Joseph's	R.C. 7	- - -	-	- - -	22 18 4
Dittisham	N.S. 4	75 0 0	1844	3 9 5	304 14 6
"	"	17 10 0	1847	- - -	- - -
Dolton, Boys	N.S. 6	- - -	-	- - -	21 12 0
Down, West	N.S.	50 0 0	1842	- - -	- - -
Drewsteignton	N.S. 5	- - -	-	4 7 3½	91 13 4
Dunsford	N.S. 2	- - -	-	- - -	33 5 4
Elmore	B.S. 12	- - -	-	7 14 2	996 10 10
Ermington	N.S. 4	69 10 0	1841	1 8 0½	29 0 0
"	"	75 0 0	1848	- - -	- - -
Exbourne	N.S.	*60 0 0	1840	- - -	- - -
Exeter	N.S. 3	- - -	-	25 4 8½	1,738 1 8
Exeter	B.S.	*150 0 0	1837	- - -	- - -
Exeter, Episcopal Charity School	- 3	- - -	-	13 9 1½	1,856 18 4
Exeter, Mint Lane	Wes. 12	300 0 0	1848	19 19 7½	1,709 12 11
"	"	35 0 0	1854	- - -	- - -
Exeter, St. James'	N.S. 3	200 0 0	1845	8 1 6½	821 0 10
"	"	13 16 0	1853	- - -	- - -
"	"	8 0 0	1854	- - -	- - -
Exeter, St. Sidwell's	N.S. 4	467 0 0	1854	14 19 10½	867 6 0
"	"	33 0 0	1856	- - -	- - -
Exeter, St. Thomas'	N.S. 3	- - -	-	- - -	84 0 8

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DEVONSHIRE—cont.				
Exeter, St. Thomas' - P.U.	- - -	- - -	- - -	141 13 4
Exeter, City Workhouse School - 6	- - -	- - -	- - -	141 13 4
Exminster - N.S. 3	354 0 0	1859	- - -	579 0 0
Exmouth - N.S. 3	255 0 0	1860	- - -	18 1 8
Exwick - N.S. 3	- - -	- - -	- - -	- - -
Filleigh, Castle Hill - U.S.	- - -	- - -	3 14 2	- - -
Furrough Cross School - 11	- - -	- - -	- - -	48 17 0
Gulworthy (Duke of Bedford's Sch.) 4	- - -	- - -	3 19 11	153 0 0
Halberton - N.S. 4	100 0 0	1845	7 1 2	759 3 4
" - - - - "	9 18 0	1852	- - -	- - -
" - - - - "	40 0 0	1854	- - -	- - -
" - - - - "	156 0 0	1856	- - -	- - -
Hampton, High - N.S.	*35 0 0	1835	- - -	- - -
Harberton Ford - N.S.	137 0 0	1850	2 8 0½	- - -
Hartland - N.S. 5	- - -	- - -	- - -	10 0 0
Hatherleigh - N.S.	*112 0 0	1839	- - -	- - -
Heavitree - Par. 3	- - -	- - -	3 2 6½	204 4 8
Hollacombe - B.S.	*45 0 0	1836	- - -	- - -
Holne - N.S. 11	5 18 3	1860	3 15 10½	137 0 0
Holsworthy - Wes. 11	150 15 0	1852	5 13 2½	453 17 4
Holsworthy - N.S. 6	100 0 0	1847	9 9 1	227 11 8
" - - - - "	15 0 0	1855	- - -	- - -
Honiton - N.S. 4	- - -	- - -	3 0 0½	109 6 0
Honiton - B.S. 11	*150 0 0	1834	1 17 10½	66 15 8
Hooe, West - N.S. 4	- - -	- - -	5 9 2	272 5 0
Horrabridge, Secular School - 11	59 8 0	1861	4 8 9½	259 3 4
Huish, North - N.S. 3	63 0 0	1846	- - -	34 14 0
" - - - - "	12 13 4	1857	- - -	- - -
Iddesleigh and Dowland - N.S.	219 10 0	1860	- - -	- - -
Ide - N.S. 3	- - -	- - -	- - -	188 12 4
Ilfracombe - B.S. 11	- - -	- - -	2 9 6½	55 13 0
Ilfracombe - N.S. 5	223 0 0	1857	9 1 8	1,068 10 2
Ilfracombe, St. Philip and St. James's - N.S. 5	- - -	- - -	5 2 5½	70 9 8
Instow - N.S.	117 0 0	1856	- - -	- - -
Ivybridge - Ch. of E. 3	- - -	- - -	- - -	121 0 0
Kelly - Ch. of E. 5	- - -	- - -	- - -	135 15 0
Kenn - Ch. of E. 3	- - -	- - -	- - -	325 12 4
Kentisbeare - N.S. 4	- - -	- - -	1 9 5½	36 5 0
Kingsbridge and Dodbrooke - B.S. 11	103 0 0	1842	4 12 11½	451 8 5
" - - - - "	100 0 0	1845	- - -	- - -
" - - - - "	9 10 8	1848	- - -	- - -
" - - - - "	31 0 0	1854	- - -	- - -
Kingsbridge and Dodbrooke - N.S. 12	134 0 0	1850	4 15 2½	1,127 16 6
Kingskerswell, St. Mary's - N.S. 3	280 0 0	1856	- - -	4 5 0
Lamerton - N.S. 4	- - -	- - -	2 5 0	13 15 0
Lensden - N.S. 11	- - -	- - -	2 6 8	113 16 8
Lew Trenchard - N.S.	66 10 0	1842	- - -	- - -
Loxhore - N.S. 5	40 0 0	1843	1 1 9½	80 16 8
Lympston - N.S. 4	- - -	- - -	1 12 11½	188 12 4
Lynton - N.S.	100 0 0	1843	- - -	- - -
Mamhead and Ashcombe - N.S. 3	- - -	- - -	- - -	68 0 0
Manaton - Ch. of E. 4	101 0 0	1859	- - -	16 1 8
Marwood, Endowed School - 5	- - -	- - -	1 1 5	2 12 0
Marychurch, St. - N.S. 3	87 6 0	1860	5 0 0½	787 13 8
Mary-Tavy, St. - N.S. 5	- - -	- - -	12 14 6½	371 8 8
Mary-Tavy, St. - B.S.	*100 0 0	1837	2 7 6½	- - -
Meavy - N.S.	*25 0 0	1837	- - -	- - -
" - - - - "	30 0 0	1846	- - -	- - -
Membury - N.S.	51 0 0	1842	0 4 0	- - -
" - - - - "	10 0 0	1848	- - -	- - -
Merton - N.S. 6	- - -	- - -	- - -	50 1 8
Milton Abbot (Duke of Bedford's), Boys' Free School - 4	- - -	- - -	3 5 2	735 7 6
Milton Abbot, Girls' School - N.S. 4	60 0 0	1848	2 6 9	252 2 0
Modbury - N.S.	*100 0 0	1836	1 11 9	- - -
" - - - - "	77 0 0	1854	- - -	- - -
Molton, North - N.S. 5	- - -	- - -	3 12 7½	179 0 8
Molton, South - N.S. 6	- - -	- - -	6 4 0	581 13 8
Molton, South, Infants' School - 12	400 0 0	1861	7 0 0½	499 8 4



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
DEVONSHIRE—cont.				
Molton, South - - - - - Wes. 12	£ s. d.	- - -	£ s. d.	£ s. d.
Morehard, Bishop's - - - - - Ch. of E. 4	- - -	- - -	3 17 4½	452 14 0
Northam - - - - - N.S. 6	*90 0 0	1836	- - -	395 13 4
Nos-Mayo - - - - - N.S.	100 0 0	1844	2 2 3	626 19 2
" - - - - - N.S.	11 0 0	1849	1 4 0½	- - -
Nympton Bishop's - - - - - N.S.	50 0 0	1842	- - -	- - -
Offwell - - - - - N.S. 4	- - -	- - -	1 4 10	3 16 0
Okehampton - - - - - N.S. 6	*82 0 0	1837	3 3 4½	195 4 4
" - - - - - N.S.	44 0 0	1855	- - -	- - -
Ottery St. Mary's - - - - - N.S. 3	- - -	- - -	6 2 5½	82 12 0
Paignton - - - - - N.S. 5	84 0 0	1846	2 15 2½	263 7 8
" - - - - - N.S.	5 10 0	1854	- - -	- - -
Parkham - - - - - N.S.	35 0 0	1859	1 17 10½	- - -
Peter Tavy Village School - - - - - N.S.	128 0 0	1860	- - -	- - -
Petherwyn, North - - - - - N.S.	80 0 0	1845	- - -	- - -
Pilton - - - - - N.S. 6	*100 0 0	1841	- - -	76 13 4
Plymouth (Charles Parish) - - - - - N.S. 4	600 0 0	1847	38 1 10½	4,384 3 0
" - - - - - N.S.	26 5 5	1851	- - -	- - -
" - - - - - N.S.	8 6 8	1856	- - -	- - -
" - - - - - N.S.	882 12 0	1857	- - -	- - -
Plymouth, Ch. Ch. - - - - - N.S. 3	177 0 0	1850	11 9 7	515 18 0
" - - - - - N.S.	4 6 8	1857	- - -	- - -
" - - - - - N.S.	4 0 0	1858	- - -	- - -
Plymouth, Free - - - - - B.S. 12	95 15 0	1849	36 15 1½	5,286 7 2
" - - - - - N.S.	300 0 0	1851	- - -	- - -
" - - - - - N.S.	80 13 4	1854	- - -	- - -
" - - - - - N.S.	14 0 0	1855	- - -	- - -
Plymouth, Holy Trinity - - - - - N.S. 4	270 0 0	1855	12 14 10½	914 16 10
" - - - - - N.S.	232 11 6	1859	- - -	- - -
Plymouth, St. Andrew's Chapel - - - - - N.S. 4	- - -	- - -	6 17 8½	464 2 4
Plymouth, St. James - - - - - Ch. of E. 4	- - -	- - -	- - -	82 1 9
Plymouth, St. Peter's - - - - - N.S. 4	- - -	- - -	5 14 3½	176 18 0
Plymouth, The Grey School - - - - - N.S. 4	- - -	- - -	7 0 9	265 3 4
Plympton, St. Mary's, Ridgway District - - - - - N.S. 4	- - -	- - -	2 17 0	849 9 8
Plymstock - - - - - N.S. 4	55 12 0	1857	3 13 5	299 19 6
Raddon Chapel - - - - - N.S. 5	- - -	- - -	- - -	144 11 0
Rose Ash - - - - - N.S.	65 0 0	1847	- - -	- - -
Salcombe, near Kingsbridge - - - - - N.S. 11	150 0 0	1848	1 15 8	102 7 8
Sampford Peverell - - - - - N.S.	100 0 0	1850	- - -	- - -
Sandford - - - - - N.S. 3	- - -	- - -	- - -	416 2 4
Seaton, (Sir W. Trevelyan's) - - - - - S. 2	- - -	- - -	- - -	1 5 0
Shebbear - - - - - N.S.	*30 0 0	1836	- - -	- - -
Sidmouth - - - - - Par. 3	- - -	- - -	- - -	51 10 0
Sidmouth, All Saints' - - - - - N.S. 4	161 0 0	1849	7 5 11½	139 7 0
Silverton - - - - - N.S.	111 0 0	1848	- - -	- - -
Starcross - - - - - N.S. 3	- - -	- - -	- - -	6 3 0
Stoke Gabriel - - - - - N.S.	50 0 0	1843	1 1 7½	- - -
" - - - - - N.S.	4 10 0	1853	- - -	- - -
" - - - - - N.S.	17 0 0	1857	- - -	- - -
Stoke Damerel - - - - - Public S. 12	*90 0 0	1836	14 18 3½	909 2 4
Stokenham - - - - - N.S. 4	272 0 0	1858	4 3 4½	219 7 0
Stonehouse - - - - - Wes. 12	- - -	- - -	- - -	240 5 0
Stonehouse, East - - - - - N.S. 3	17 6 8	1852	17 15 5½	1,171 10 4
" - - - - - N.S.	7 5 0	1856	- - -	- - -
Stonehouse, St. Mary's - - - - - R.C. 6	- - -	- - -	5 15 2	407 0 8
Sutton-on-Plym - - - - - N.S. 5	202 5 0	1861	- - -	15 16 0
Swimbridge - - - - - Par. 6	- - -	- - -	- - -	5 0 0
Tavistock - - - - - B.S. 12	- - -	- - -	22 15 8	2,000 0 0
Tavistock - - - - - N.S. 4	415 0 0	1847	26 11 9	1,837 13 2
Tawton, Bishop's - - - - - N.S.	66 10 0	1843	- - -	- - -
Tawton, North, Infants - - - - - Ch. of E. 5	195 0 0	1858	- - -	- - -
Teignmouth - - - - - B.S. 11	- - -	- - -	3 8 2	106 7 0
Teignmouth, East and West - - - - - Par. 3	- - -	- - -	6 0 5	303 2 4
Teignmouth - - - - - Wes. 3	- - -	- - -	1 16 7½	- - -
Teignton, Bishop's - - - - - Ch. of E. 5	- - -	- - -	- - -	195 5 10
Teignton, King's - - - - - N.S. 4	188 0 0	1848	2 6 8½	175 14 7
" - - - - - N.S.	3 12 6	1854	- - -	- - -
Thorverton - - - - - N.S. 4	140 0 0	1843	1 19 10½	309 0 4

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	Amount.	Date of Payment.		
DEVONSHIRE—cont.				
Tipton, St. John's - - - N.S.	£ 50 0 0	1843		
Tiverton - - - - - N.S. 4	138 0 0	1858	5 17 7½	325 8 4
Tiverton - - - - - B.S. 12	- - -	- - -	22 11 0½	3,458 1 0
Tiverton (Bampton Street), Infants - - - - - B.S. 12	- - -	- - -	5 0 0½	759 4 4
Topsham - - - - - Wes. 11	- - -	- - -	5 17 10½	397 15 4
Topsham, Somasters - - - N.S. 3	- - -	- - -	- - -	131 0 2
Tor, Yonge - - - - - N.S. 3	250 0 0	1847	14 17 4½	868 5 0
" " - - - - - "	36 0 0	1847	- - -	- - -
" " - - - - - "	15 6 5	1853	- - -	- - -
" " - - - - - "	47 0 0	1854	- - -	- - -
" " - - - - - "	47 0 0	1860	- - -	- - -
Torrington, Black - - - N.S.	*40 0 0	1836	- - -	- - -
Torrington, Great - - - B.S.	*150 0 0	1835	- - -	- - -
Torquay, Abbey Road, - Public Sch. 11	- - -	- - -	17 14 7½	71 7 8
Torquay - - - - - N.S. 4	100 0 0	1860	6 14 6½	1,509 13 4
Torquay, Holy Trinity - - N.S. 3	- - -	- - -	4 17 6½	99 17 8
Turnchapel - - - - - N.S. 4	- - -	- - -	- - -	139 8 0
Uffculme - - - - - N.S. 4	- - -	- - -	- - -	81 3 4
Uplowman - - - - - N.S. 3	- - -	- - -	- - -	22 6 8
Up-Ottery - - - - - N.S. 4	125 0 0	1844	3 12 6	19 16 0
Upton, Boston Fields - - - N.S.	85 0 0	1856	- - -	- - -
" " - - - - - "	39 0 0	1859	- - -	- - -
Upton Pyne " - - - - - N.S. 3	- - -	- - -	1 19 6½	469 1 4
Warkleigh - - - - - N.S.	47 10 0	1847	- - -	- - -
Wear Gifford - - - - - N.S. 11	198 0 0	1860	1 8 8	78 15 6
Whimble - - - - - N.S. 3	96 0 0	1850	2 18 9½	137 15 8
Willand - - - - - N.S.	70 0 0	1845	- - -	- - -
Winkleigh - - - - - N.S. 5	64 0 0	1841	- - -	20 17 8
Witheridge - - - - - N.S. 6	95 0 0	1847	2 13 2½	116 8 6
" " - - - - - "	82 0 0	1847	- - -	- - -
" " - - - - - "	20 0 0	1859	- - -	- - -
Witlleigh - - - - - N.S. 3	- - -	- - -	- - -	4 0 0
Witlycombe Rawleigh - - N.S.	40 0 0	1842	1 2 3	- - -
" " - - - - - "	49 5 10	1845	- - -	- - -
Wolborough and Highweck - N.S. 4	150 0 0	1844	9 16 9	413 11 0
" " - - - - - "	10 0 0	1850	- - -	- - -
" " - - - - - "	9 17 4	1857	- - -	- - -
Woodbury (Broadmead's), En- dowed School - - - - - 12	- - -	- - -	2 2 11	372 0 0
Yarnscombe - - - - - N.S. 6	51 0 0	1848	- - -	2 15 0
DORSETSHIRE.				
Allington - - - - - N.S.	*80 0 0	1839	- - -	- - -
Alton Pancras - - - - - N.S.	75 0 0	1847	2 2 3½	- - -
" " - - - - - "	25 0 0	1848	- - -	- - -
Athelhampton - - - - - B.S. 5	- - -	- - -	3 1 8½	191 5 0
Beaminster, Girls - - - N.S. 9	- - -	- - -	2 3 9½	278 1 8
Black Down - - - - - N.S.	82 0 0	1847	- - -	- - -
Blandford, Boys - - - - N.S. 7	130 0 0	1847	8 12 0½	1,015 4 8
" " - - - - - "	14 13 4	1852	- - -	- - -
" " - - - - - "	12 10 0	1859	- - -	- - -
Blandford, Girls - - - - N.S. 7	63 0 0	1858	11 13 1	719 12 10
Blandford - - - - - B.S.	150 0 0	1841	- - -	- - -
Bradford Peverell - - - Ch. S. 7	- - -	- - -	1 2 9	178 2 6
Bradpole - - - - - Mixed Sch. 7	- - -	- - -	- - -	43 8 4
Bridport (Boys, Girls, and In- fants), General School - - 10	261 0 0	1850	35 17 3½	2,315 7 8
" " - - - - - "	18 0 0	1853	- - -	- - -
" " - - - - - "	500 0 0	1855	- - -	- - -
" " - - - - - "	55 15 4	1858	- - -	- - -
Bredy (Long), and Kimpton Russell - - - - - N.S. 7	157 0 0	1856	2 0 0	103 17 0
" " - - - - - "	141 0 0	1858	- - -	- - -
Broadmayne - - - - - N.S.	48 0 0	1846	- - -	- - -
Broadwindsor - - - - - N.S. 2	150 0 0	1844	2 2 11	284 7 0
Buckland, Newton - - - Ch. of E. 2	268 0 0	1858	- - -	117 11 10
Burton, East - - - - - N.S.	38 0 0	1843	- - -	- - -

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	Amount.	Date of Payment.		
DORSETSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Cann, St. Rumbolt's - - - N.S. 11	70 0 0	1846	2 8 4	106 3 4
Cattistock - - - - - N.S. 7	*45 0 0	1841	1 2 6	160 8 4
Cerne Abbas - - - - - N.S. 7	- - - - -	- - - - -	3 10 5½	177 17 0
Chardstock, Industrial - - N.S. 3	*100 0 0	1839	5 3 0	161 19 2
" " - - - - - " - - -	150 0 0	1850	- - -	- - -
" " - - - - - " - - -	600 0 0	1859	- - -	- - -
Chetnote - - - - - N.S. 2	- - - - -	- - - - -	- - -	26 3 4
Chideock - - - - - N.S. 11	117 0 0	1849	1 6 8	2 4 0
Compton, Nether and Over - N.S. 2	114 0 0	1849	2 19 3	235 11 8
" " - - - - - " - - -	7 13 4	1853	- - -	- - -
Corfe Castle - - - - - N.S. 7	- - - - -	- - - - -	5 4 10½	941 17 10
Corfe Castle - - - - - B.S. 5	*295 0 0	1834	4 12 1	670 15 6
Corfe Mullen - - - Lockyer's N.S. 7	195 0 0	1860	- - -	24 10 0
Corscombe - - - - - N.S. 2	5 5 7	1850	- - -	113 11 8
Crauborne - - - - - Ch. of E. 7	- - - - -	- - - - -	- - -	142 15 0
Critchill More - - - - - Ch. of E. 7	- - - - -	- - - - -	- - -	72 10 0
Dorchester, Boys and Girls - N.S. 10	*80 0 0	1835	13 8 10½	1,629 9 6
Dorchester, Trinity, Infant - N.S. 10	- - - - -	- - - - -	- - -	148 10 10
Dorset, Reformatory - - - -	- - - - -	- - - - -	- - -	155 14 6
Edonsham - - - - - Ch. of E. 7	150 0 0	1858	1 0 8	14 8 4
Enmore Green - - - - - N.S. 12	- - - - -	- - - - -	1 4 9	280 14 2
Farnham - - - - - N.S. -	*35 0 0	1837	- - -	- - -
" " - - - - - " - - -	20 0 0	1849	- - -	- - -
Farnham, Gypsey - - - - - N.S. -	a100 0 0	1848	- - -	- - -
Fordington, West - - - - - Par. 9	- - - - -	- - - - -	- - -	92 13 4
Gillingham - - - - - N.S. 11	- - - - -	- - - - -	7 3 7	613 15 8
Godmanstone - - - - - N.S. -	75 0 0	1850	- - -	- - -
Grange - - - - - N.S. 7	- - - - -	- - - - -	- - -	49 5 0
Halstock - - - - - N.S. 1	*47 0 0	1839	3 2 6½	4 6 0
" " - - - - - " - - -	30 0 0	1845	- - -	- - -
Hampreston - - - - - N.S. 7	- - - - -	- - - - -	1 3 4	60 18 4
Handley - - - - - N.S. 5	- - - - -	- - - - -	1 0 11½	138 6 8
Hawkhurch - - - - - N.S. -	10 0 0	1845	- - -	- - -
Herston, Infant - - - - - Ch. of E. 7	112 0 6	1856	- - -	27 12 0
Hilton - - - - - N.S. 7	368 0 0	1859	3 10 10	10 17 0
Hinton Martell - - - - - Ch. of E. 7	- - - - -	- - - - -	1 0 8	45 1 0
Hinton, St. Mary - - - - - N.S. -	70 0 0	1844	- - -	- - -
Hinton (Tarrant) - - - - - N.S. 7	- - - - -	- - - - -	1 19 2½	178 11 8
Holt - - - - - N.S. 10	200 0 0	1844	2 4 0	8 6 0
Hook - - - - - Ch. of E. -	100 0 0	1859	1 18 3	- - -
Ibberton - - - - - N.S. -	*25 0 0	1835	- - -	- - -
Iwerne Minster - - - - - N.S. 7	*60 0 0	1839	2 1 1½	12 10 0
Kingston - - - - - N.S. 7	*40 0 0	1836	6 17 0½	509 2 4
Kington Magna - - - - - N.S. 11	150 0 0	1855	1 3 0½	140 2 10
" " - - - - - " - - -	114 0 0	1858	- - -	- - -
Kinson Heath - - - - - Ch. of E. -	214 0 0	1861	- - -	- - -
Langton-Herring - - - - - N.S. 10	- - - - -	- - - - -	- - -	75 15 0
Langton-Matravers - - - - - N.S. 7	70 0 0	1845	6 6 9½	384 10 4
" " - - - - - " - - -	6 13 4	1855	- - -	- - -
Longfleet - - - - - N.S. 7	- - - - -	- - - - -	3 0 9	170 0 8
Lulworth, West - - - - - Ch. of E. -	196 0 0	1860	2 10 0½	13 6 8
Lyme Regis - - - - - N.S. 10	15 0 0	1855	9 15 4½	824 8 0
" " - - - - - " - - -	9 10 0	1859	- - -	- - -
Lyme Regis - - - - - B.S. 4	*150 0 0	1837	2 17 7½	402 16 0
" " - - - - - " - - -	15 16 0	1852	- - -	- - -
" " - - - - - " - - -	7 0 0	1854	- - -	- - -
Lytchet Matravas - - - - - N.S. -	- - - - -	- - - - -	1 5 0	- - -
Lytchet Minster - - - - - N.S. 7	*43 0 0	1839	- - -	22 4 0
" " - - - - - " - - -	3 12 0	1846	- - -	- - -
Maiden Newton and Frome	- - - - -	- - - - -	- - -	- - -
Vauchurch - - - - - N.S. 7	66 0 0	1842	7 5 10	620 9 5
Marshwood - - - - - N.S. 2	51 0 0	1843	1 2 9½	40 18 2
" " - - - - - " - - -	6 0 0	1845	- - -	- - -
Melplish - - - - - N.S. -	105 0 0	1850	- - -	- - -
Milton Abbas - - - - - N.S. 1	- - - - -	- - - - -	- - -	12 0 0
Milton Abbas - - - - - Par. 7	- - - - -	- - - - -	5 6 4½	88 6 0
Monkton Wyld - - - - - Ch. of E. 3	- - - - -	- - - - -	1 8 4½	53 10 8
Morecombe Lake - - - - - N.S. -	81 0 0	1847	- - -	- - -
Netherbury - - - - - N.S. 10	- - - - -	- - - - -	- - -	28 15 0
Okeford (Child) - - - - - N.S. 9	80 0 0	1847	1 10 0	8 8 0

a Repaid by Mr. Sawtell, November 21, 1855.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
DORSETSHIRE— <i>cont.</i>				
Osmington - - - - N.S. 9	£ 45 0 0	1837	£ 1 13 4½	£ 319 13 4
" - - - - " - - - - "	12 10 0	1852	- - - - -	- - - - -
" - - - - " - - - - "	6 11 0	1853	- - - - -	- - - - -
Parkstone - - - - Ch. of E. 7	- - - - -	- - - - -	- - - - -	63 15 0
Piddlehinton - - - - N.S. 10	- - - - -	- - - - -	- - - - -	10 15 0
Piddletrenthide - - - - N.S. 7	- - - - -	- - - - -	1 9 10½	272 16 0
Pimperne - - - - N.S. 7	- - - - -	- - - - -	2 10 0	239 2 0
Poole - - - - N.S. 7	*150 0 0	1835	6 6 11½	387 9 2
" - - - - " - - - - "	46 0 0	1857	- - - - -	- - - - -
Portland, St. John's - - - - N.S. 7	40 0 0	1843	8 6 8½	498 15 0
" - - - - " - - - - "	468 0 0	1853	- - - - -	- - - - -
Portland, Grove School - - - -	a - - - - -	- - - - -	- - - - -	6 1 0
Portland, Prison Officers' School - - - - 6	- - - - -	- - - - -	7 17 4½	470 16 8
" - - - - " - - - - "	- - - - -	- - - - -	66 13 4	- - - - -
Portland, St. George's Parish School - - - - 6	468 0 0	1858	5 5 10½	408 18 8
Portland - - - - Wes. 6	269 0 0	1853	6 15 11½	239 1 0
Powerstock - - - - N.S. 10	- - - - -	- - - - -	1 4 2¾	275 13 0
Preston - - - - N.S. 7	- - - - -	- - - - -	1 4 2¾	248 9 2
Puddletown - - - - Ch. of E. 10	- - - - -	- - - - -	- - - - -	69 15 0
Puncknoll - - - - N.S. 7	- - - - -	- - - - -	- - - - -	51 15 0
Rampisham - - - - N.S. 7	105 0 0	1846	0 9 5	322 15 8
" - - - - " - - - - "	10 10 8	1858	- - - - -	- - - - -
Shaftesbury - - - - B.S. 10	*100 0 0	1840	- - - - -	- - - - -
Shaftesbury, St. James, - - - - N.S. 11	- - - - -	- - - - -	1 19 3½	72 9 0
Shaftesbury, Holy Trinity - - - - N.S. 11	103 0 0	1843	7 19 1	1,180 10 10
" - - - - " - - - - "	13 10 0	1856	- - - - -	- - - - -
Sherborne (Horsecastles Lane) N.S. 2	1,193 0 6	1857	18 2 11½	1,445 16 6
" - - - - " - - - - "	15 5 0	1857	- - - - -	- - - - -
" - - - - " - - - - "	99 0 0	1859	- - - - -	- - - - -
Sherborne-Newlands - - - - N.S. 2	c - - - - -	- - - - -	1 11 4	319 4 4
Sherborne Literary Institution, Evening School - - - -	- - - - -	- - - - -	3 3 7	- - - - -
Sherborne (Long Street), Boys - B.S. 10	- - - - -	- - - - -	8 1 9½	321 12 0
Shillingstone - - - - Ch. of E. 7	- - - - -	- - - - -	2 0 0½	83 14 0
Stalbridge - - - - N.S. 11	- - - - -	- - - - -	8 14 2½	743 19 0
Stinsford and Bockhampton - - - - N.S. 9	85 0 0	1849	1 2 0½	65 2 4
Stourpaine - - - - N.S. 10	50 0 0	1841	1 10 0	- - - - -
Stower, East - - - - N.S. 11	- - - - -	- - - - -	3 0 8	163 15 0
Stower Provost and Todbere - - - - N.S. 12	125 0 0	1850	2 8 1½	133 8 4
" - - - - " - - - - "	16 6 8	1855	- - - - -	- - - - -
Strickland - - - - " - - - - "	- - - - -	- - - - -	4 9 7½	5 6 8
Sturminster Marshall - - - - N.S. 7	- - - - -	- - - - -	2 1 10¾	124 10 0
Sturminster, Newton - - - - N.S. 7	500 0 0	1855	- - - - -	- - - - -
Sutton-Waldron - - - - N.S. 11	- - - - -	- - - - -	2 9 10½	366 18 6
Swanage - - - - N.S. 7	16 4 6	1858	7 15 1½	400 6 6
Tollard Royal - - - - Ch. of E. 7	- - - - -	- - - - -	2 16 4¾	123 10 0
Verwood - - - - N.S. 7	105 0 0	1847	- - - - -	405 10 0
" - - - - " - - - - "	2 13 6	1853	- - - - -	- - - - -
Walditch - - - - Ch. of E. 7	196 0 0	1861	0 18 4¾	- - - - -
Wareham - - - - N.S. 7	- - - - -	- - - - -	13 10 11½	1,739 11 4
" - - - - " - - - - "	- - - - -	- - - - -	613 10 0	- - - - -
Wareham - - - - B.S. 5	450 0 0	1859	7 8 5½	334 8 0
Wareham and Purbeck - - - - P.U. 11	- - - - -	- - - - -	- - - - -	21 5 0
Weymouth - - - - B.S. 6	- - - - -	- - - - -	2 14 7½	324 9 8
Weymouth, Holy Trinity - - - - N.S. 7	330 0 0	1854	12 4 11½	1,179 12 4
" - - - - " - - - - "	185 0 0	1858	- - - - -	- - - - -
Weymouth and " Melcombe Regis, St. Mary's - - - - Ch. of E. 7	80 0 0	1854	43 13 9	1,903 9 2
" - - - - " - - - - "	190 0 0	1858	- - - - -	- - - - -
Whitchurch Canonieorum - - - - N.S. 1	100 0 0	1841	- - - - -	294 8 8
" - - - - " - - - - "	31 12 6	1849	- - - - -	- - - - -
Wimborne Minster - - - - N.S. 7	200 0 0	1843	21 1 4½	1,797 2 6
Winterbourne Whitchurch - - - - N.S. 9	*30 0 0	1835	2 7 4¾	10 19 0
Wool - - - - N.S. 7	- - - - -	- - - - -	1 18 8	- - - - -
Wyke Regis - - - - N.S. 7	- - - - -	- - - - -	4 6 7½	361 7 0

a United with Portland Prison Officers' school.

b Scientific apparatus.

c Now amalgamated with Sherborne (Horsecastle's Lane) N.S.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
DURHAM.				
	£ s. d.		£ s. d.	£ s. d.
Auckland, Bishop, St. Ann's N.S. 5	260 0 0	1856	10 10 2½	647 15 0
Auckland, Bishop (Bishop Barrington's School) - 5	- - -	- - -	12 11 1½	488 9 2
Auckland, Bishop (Edward Walton's School) - 5	- - -	- - -	4 7 6½	117 17 0
Auckland, Bishop, St. Helen's- B.S. 6	- - -	- - -	5 0 0½	170 14 0
Auckland, Bishop - - - Wes. 5	583 0 0	1859	6 5 0½	148 15 0
Auckland, West - - - N.S. -	110 0 0	1852	- - -	- - -
Barlow, (Winlaton) - - - Ch. of E. 5	- - -	- - -	- - -	16 16 0
Barnard Castle - - - N.S. 3	90 0 0	1840	18 15 4½	2,082 15 0
" " " - - - - -	50 0 0	1849	- - -	- - -
" " " - - - - -	25 0 0	1854	- - -	- - -
Barnard Castle, Victoria, Infnts. B.S. 5	*100 0 0	1838	2 17 8	248 6 0
Barnard Castle - - - Wes. 5	- - -	- - -	9 17 2½	580 3 8
Barnard Castle, St. Mary's - - - R.C. 5	- - -	- - -	- - -	12 18 4
Belmont - - - Ch. of E. 3	24 0 0	1853	10 1 5	373 11 0
" " " - - - - - 6	25 0 0	1858	- - -	- - -
Billingham - - - Ch. of E. 4	103 0 0	1853	2 0 0	27 0 0
Birtley - - - Ch. of E. 5	604 0 0	1860	5 8 4	27 8 0
Birtley - - - R.C. -	- - -	- - -	3 16 7½	- - -
Bishopthorpe - - - N.S. 5	- - -	- - -	2 6 3½	30 9 0
Boldon, Boys - - - N.S. 6	131 6 0	1860	2 15 5	91 12 4
" " " - - - - - 7	10 0	1861	- - -	- - -
Boltsburn - - - Ch. of E. 6	- - -	- - -	- - -	30 17 0
Boltsburn, Boys - - - - - 6	- - -	- - -	- - -	6 18 4
Brandon, Girls - - - N.S. 6	480 0 0	1860	2 8 2½	18 2 0
Brooms, St. Cuthbert's - - - R.C. -	- - -	- - -	4 19 10	- - -
Byers Green - - - N.S. 4	50 0 0	1841	3 2 6	655 6 8
" " " - - - - -	329 0 0	1855	a10 0 0	- - -
Byers Green Infant School - - - N.S. 4	160 0 0	1860	- - -	- - -
Castle Eden, Boys - - - N.S. 4	- - -	- - -	- - -	3 0 0
Castle Eden Colliery - - - N.S. 4	165 0 0	1844	3 3 6	192 5 8
" " " - - - - -	50 0 0	1847	- - -	- - -
Castle Eden (Mrs. Burdon's) - - - N.S. 4	- - -	- - -	- - -	179 0 0
Castleside - - - Ch.S. -	- - -	- - -	2 6 8½	- - -
Chester-le-Street - - - N.S. 3	120 0 0	1842	16 19 3½	740 17 8
" " " - - - - -	73 10 0	1856	- - -	- - -
" " " - - - - -	160 0 0	1860	- - -	- - -
Collierley " - - - N.S. 4	75 0 0	1846	5 15 9½	279 16 0
" " " - - - - -	22 0 0	1855	- - -	- - -
Coniscliffe - - - N.S. -	14 8 3	1860	- - -	- - -
Coopen-Bewley - - - N.S. -	149 0 0	1858	- - -	- - -
Coundon - - - N.S. 5	100 0 0	1842	6 18 7	345 16 0
" " " - - - - -	33 0 0	1857	- - -	- - -
Crook (Pease's West) - - - B.S. 6	- - -	- - -	20 9 2½	632 15 4
Darlington - - - Wes. 5	1,388 0 0	1858	24 16 4½	763 4 8
Darlington Bank Top Railway - B.S. 5	540 0 0	1860	4 2 7	52 13 2
Darlington, Blackboy Colliery Ch.S. 5	- - -	- - -	14 17 0½	812 2 0
Darlington (Bridge Street) - B.S. 6	100 0 0	1841	17 2 3	1,363 13 4
" " " - - - - -	40 0 0	1854	- - -	- - -
Darlington (Feetham's) " - - - B.S. 5	- - -	- - -	1 16 10	153 0 0
Darlington, Holy Trinity - - - N.S. 3	230 0 0	1846	34 2 6	1,810 11 8
" " " - - - - -	132 10 0	1851	- - -	- - -
" " " - - - - -	20 0 0	1854	- - -	- - -
" " " - - - - -	4 4 0	1855	- - -	- - -
" " " - - - - -	15 0 0	1857	- - -	- - -
" " " - - - - -	24 12 0	1859	- - -	- - -
Darlington (Kendrew Street) B.S. 5	- - -	- - -	13 17 7½	610 12 8
Darlington, St. Augustine's R.C. 5	- - -	- - -	5 12 9	500 17 2
Darlington, St. Cuthbert's - - - N.S. 7	60 0 0	1859	7 15 0	313 15 0
" " " - - - - -	26 0 0	1860	- - -	- - -
Darlington, St. John's - - - N.S. 4	903 15 0	1860	- - -	113 15 8
Darlington (Skinnergate Street) B.S. 6	- - -	- - -	10 19 11	1,079 4 8
Deptford, St. Andrew's - - - N.S. 6	160 0 0	1843	5 18 5½	669 12 2
" " " - - - - -	30 0 0	1849	- - -	- - -
" " " - - - - -	17 13 4	1857	- - -	- - -

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
DURHAM—cont.				
Durham - - - - - Wes. 7	£ s. d.		£ s. d.	£ s. d.
Durham, Blue Coat - - - N.S. 3	- - -	- - -	7 14 4½	266 8 0
Durham, Male Practising School - 5	835 15 0	1858	22 19 9½	2,141 18 9
Durham, Female Practising School - 5	345 0 0	1858	8 6 9½	132 11 4
Durham, St. Cuthbert's - R.C. 5	- - -	- - -	- - -	67 10 0
Durham, St. Margaret's - - Par. 2	644 0 0	1860	8 12 9½	995 1 8
Durham, St. Oswald's - - N.S. 3	220 0 0	1845	5 0 0	2 8 4
" " - - - " - - -	185 15 0	1853	8 18 5½	1,277 8 4
" " - - - " - - -	25 0 0	1854	- - -	- - -
Eaglescliffe " - - - N.S. 4	*40 0 0	1839	8 5 5	65 12 6
" " - - - " - - -	52 0 0	1851	- - -	- - -
" " - - - " - - -	9 10 0	1855	- - -	- - -
Easington, Charity - - - Par. 4	- - -	- - -	- - -	124 19 0
Easington Lane, Colliery School - 7	- - -	- - -	5 6 8	159 11 4
Eastgate, Barrington School - 6	- - -	- - -	- - -	35 2 8
Eastgate, Girls - - - S. 6	- - -	- - -	- - -	5 8 4
Egglestone - - - N.S. 5	- - -	- - -	3 6 8	101 7 10
Eighton Banks - - - N.S. 4	- - -	- - -	3 2 0½	57 15 6
Escomb - - - Ch. of E. 6	288 18 0	1860	5 0 0½	84 19 4
Escomb and Witton Park Iron Works - - - N.S. 7	90 0 0	1849	11 9 8½	476 13 10
" " - - - " - - - N.S. 6	118 10 0	1858	- - -	- - -
Etherley " - - - " - - - N.S. 6	*40 0 0	1834	4 3 4½	54 4 0
" " - - - " - - -	197 0 0	1861	- - -	- - -
Etherley, Infants - - - Ch. of E. 6	- - -	- - -	- - -	4 11 8
Ferry Hill - - - N.S. -	98 0 0	1848	- - -	- - -
Framwellgate Moor - - - N.S. -	50 0 0	1840	1 13 9	- - -
Friar's Goose - - - B.S. 5	- - -	- - -	2 10 0	99 7 0
Frosterley - - - Wes. 7	- - -	- - -	2 10 0½	17 7 0
Gainford - - - N.S. 5	92 0 0	1858	2 10 0½	17 7 0
Gateshead - - - N.S. -	252 0 0	1842	1 18 11½	150 17 10
Gateshead - - - Wes. 7	- - -	- - -	- - -	- - -
Gateshead, Sunday and Infants - N.S. -	*140 0 0	1837	3 11 8	140 0 0
Gateshead, Our Lady and St. Wilfred's - - - R.C. -	- - -	- - -	- - -	- - -
Greatham - - - N.S. -	*30 0 0	1836	2 13 4	- - -
" " - - - " - - -	30 0 0	1847	- - -	- - -
Greenside - - - Ch. of E. 6	- - -	- - -	- - -	148 16 2
Grindon - - - Ch. of E. 4	- - -	- - -	2 17 1¾	63 14 6
Hartlepool, Holy Trinity, District Ragged School - - - - -	- - -	- - -	7 5 2½	- - -
Hartlepool, St. Bega's - - - R.C. 8	- - -	- - -	5 19 11	39 13 4
Hartlepool, St. Hilda's - - - R.C. 5	- - -	- - -	6 6 2	612 14 10
Hartlepool (West) - - - N.S. 5	1,500 0 0	1859	15 11 8½	178 16 5
Harwood-in-Teesdale - - - N.S. 6	- - -	- - -	- - -	66 4 0
Haughton-le-Skerne - - - N.S. 4	94 0 0	1859	- - -	127 17 0
Hendon, New Town, Mixed Sch. - 7	- - -	- - -	- - -	22 14 0
Hendon, St. Paul's - - - N.S. 7	671 0 0	1856	- - -	- - -
Hetton-le-Hole - - - N.S. 4	*110 0 0	1840	23 1 10½	887 12 4
Heworth, near Gateshead - - - N.S. -	*58 0 0	1837	- - -	199 4 0
Heworth, St. Alban's, Windy Nook - - - N.S. -	*85 0 0	1838	- - -	- - -
" " - - - " - - -	60 0 0	1843	- - -	- - -
Holmside " - - - " - - - N.S. -	42 0 0	1847	- - -	- - -
" " - - - " - - -	30 0 0	1849	- - -	- - -
Holy Island - - - N.S. -	44 0 0	1841	- - -	- - -
Houghton-le-Spring - - - Wes. 6	115 8 4	1852	10 4 2	132 7 0
Houghton-le-Spring, St. Michael's - - - N.S. 3	- - -	- - -	19 2 5½	1,597 16 0
Houghton-le-Spring, St. Michael's - - - R.C. 8	- - -	- - -	7 13 9½	253 16 0
Hunwick - - - N.S. 4	72 0 0	1850	3 8 2	266 18 8
" " - - - " - - -	32 4 0	1855	- - -	- - -
" " - - - " - - -	75 8 9	1860	- - -	- - -
Hurworth-on-Tees - - - N.S. 4	70 0 0	1861	- - -	3 15 0
Hurworth-on-Tees - - - Wes. 5	- - -	- - -	5 14 2½	315 6 8
Hylton, North - - - N.S. -	37 10 0	1852	- - -	- - -
Hylton, South - - - N.S. -	*110 0 0	1837	- - -	- - -
Jarrow Bede - - - N.S. 6	- - -	- - -	- - -	9 15 0
Lamesley - - - N.S. 4	- - -	- - -	7 3 9½	824 10 2



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	Amount.	Date of Payment.		
DURHAM—cont.				
Langleydale - - - N.S. 4	£ 162 0 0	1853	£ - - -	£ 60 5 0
Ludworth - - - N.S. 6	120 0 0	1849	2 11 7½	16 8 0
Lumley - - - N.S. 3	61 3 4	1858	8 16 2½	461 3 4
Lynesack, St. John's - - N.S. 152 10 0	1853			
Lynesack and Softley - - B.S. *50 0 0	1840			
Middleton-in-Teesdale - - N.S. 5 *45 0 0	1841			108 13 8
Middleton-in-West-Hartlepool N.S. 6 50 0 0	1841		1 0 4½	61 13 8
" " " " " 8 0 0	1860			
Muggleswick " " Ch. of E. 100 0 0	1861			
Newbottle, St. Matthew's - N.S. 3 - - -	- - -		10 3 6	817 0 4
Newfield - - - N.S. 100 0 0	1841			
" " " " " 38 6 8	1856			
Pelton - - - N.S. 3 40 0 0	1848		2 18 3½	32 10 0
" " " " " 126 0 0	1851			
Rainton (West) " " Ch. S. 5 - - -	- - -		1 18 3½	5 0 0
Roddymoor (Crook), Infants B.S. - - -	- - -		1 9 2	5 0 0
Ryhope, Village " " Ch. of E. 5 - - -	- - -		- - -	5 0 0
Saeriston - - - N.S. 60 0 0	1845		2 13 7	
Seaham Harbour - - - N.S. 6 *40 0 0	1837		28 14 2	886 10 5
" " " " " 273 0 0	1849			
" " " " " 80 0 0	1856			
Seaton Carew " " N.S. 4 115 0 0	1844		5 0 3	556 4 0
" " " " " 13 5 0	1854			
Seaton Colliery School " " " 6 - - -	- - -		4 11 8	183 9 2
Sedgefield " " Ch. of E. 5 - - -	- - -		- - -	26 1 8
Sherburn " " N.S. 4 - - -	- - -		- - -	162 9 0
Sherburn Hill " " N.S. 4 45 0 0	1845		2 17 7½	169 13 4
" " " " " 20 0 0	1850			
" " " " " 15 15 0	1855			
" " " " " 40 0 0	1858			
Shields, South, Holy Trinity - N.S. 6 *200 0 0	1837		13 13 11	1,243 8 8
Shields, South (Jarrow Chemical Works) - - B.S. 5 - - -	- - -		22 12 1½	1,777 0 2
Shields, South, Old Charity, or St. Hilda's - - N.S. 6 - - -	- - -		- - -	303 9 8
Shields, South (Union) - - B.S. 6 *225 0 0	1835		27 11 4½	1,959 2 4
" " " " " 280 0 0	1858		- - -	
Shields, South, St. Bede's - R.C. 2 - - -	- - -		- - -	44 11 8
Shields, South, St. John's, (Saville Street) - Sess. 5 400 0 0	1848		4 10 10½	1,097 6 10
" " " " " α18 4 8	- - -			
Shields, South, St. Stephen's - N.S. 6 568 5 0	1853		13 14 5½	1,129 13 4
Shildon - - - N.S. *55 0 0	1837		1 1 3½	
" " " " " 70 0 0	1841			
" " " " " 45 0 0	1847			
Shildon, New - - - B.S. 6 206 12 3	1857		8 6 8	356 9 4
Shincliffe - - - N.S. 3 82 0 0	1840		6 8 7½	436 4 0
Shincliffe, Village School - - B.S. 6 86 12 6	1861			
South Church - - - N.S. 5 200 0 0	1848		3 15 3	109 0 4
" " " " " 37 4 0	1854		4 0 0½	849 9 6
" " " " " 36 9 0	1858			
Southwick - - - N.S. 6 *150 0 0	1837		4 15 3½	199 9 8
" " " " " 9 13 4	1853			
Spennymoor - - - N.S. 4 100 0 0	1840		7 11 9½	111 19 8
" " " " " 13 4 0	1854			
" " " " " 65 0 0	1861			
Staindrop - - - N.S. 4 79 11 6	1855		5 3 4½	293 16 0
Stainton (Barnard Castle) - N.S. 3 - - -	- - -		- - -	209 1 4
Stainton, Great - - - N.S. 3 54 0 0	1848		1 0 0	34 5 0
" " " " " 9 6 8	1855			
Stanhope, St. John's Chapel Ch. of E. 6 - - -	- - -		- - -	16 8 4
Stella, St. Cuthbert's, or Blydon N.S. 3 452 0 0	1854		15 15 8	1,305 8 10
" " " " " 112 3 0	1856			
Stella " " " " " R.C. 8 279 0 0	1856		7 12 8	462 8 1
Stockton-on-Tees - - - B.S. 6 100 0 0	1841		9 18 3	899 2 4
Stockton-on-Tees, Holy Trinity, Boys - - - N.S. 3 350 0 0	1850		18 10 8	285 2 0
" " " " " 90 0 0	1855		26 13 4	
" " " " " 24 0 0	1857			

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
DURHAM—cont.					
Stockton-on-Tees (Industrial) - N.S.	3	£ s. d.		£ s. d.	£ s. d.
Stockton-on-Tees, St. Thomas', Central - " - " - N.S.	4	300 0 0	1847	11 15 2½	643 6 6
		3 0 0	1857		
Sunderland " - " - B.S.		30 0 0	1840		
Sunderland, The Gray School - " - " - B.S.	6	*90 0 0	1836	36 0 3½	2,063 17 8
		1,150 0 0	1857		
Sunderland, St. Mary's - R.C.	5	- - -	- - -	21 12 8½	1,540 6 2
Sunderland, Nicholson Street - Wes.	6	- - -	- - -	11 17 5½	347 8 4
Sunderland, Trimdon Street - Wes.	6	- - -	- - -	5 3 0½	277 14 8
Sunderland, Whitburn Street - Wes.	6	- - -	- - -	8 13 2½	327 3 6
Sunnyside (Crook) - B.S.	5	- - -	- - -	2 3 4	8 8 0
Tanfield - N.S.	4	100 0 0	1844	3 6 8½	406 17 8
		20 7 0	1859		
Thornley - N.S.	6	75 0 0	1845	2 6 8½	124 1 0
Thornley Colliery - N.S.	7	- - -	- - -	1 8 2	5 0 0
Thornley, St. Godric's - R.C.	8	- - -	- - -	2 0 0	18 15 0
Tow Law - N.S.	6	400 0 0	1849	10 14 0¼	676 11 7
		7 4 0	1851		
Tow Law - Wes.	5	335 0 0	1859	3 15 0½	77 19 0
Tudhoe, Iron Works - Wes.	6	445 16 0	1861	8 6 8½	2 8 4
Washington - Par.	6	357 0 0	1858	2 13 4	169 3 0
Washington, Chemical Works Sch. - " - "	6	- - -	- - -	- - -	185 18 2
Wearmouth, Bishop - Ch. of E.	6	777 6 8	1854	- - -	611 3 9
Wearmouth, Bishop, Infants - N.S.	6	150 0 0	1847	10 0 0	430 12 11
Wearmouth, Bishop, Rectory Park - N.S.	3	- - -	- - -	8 2 1¾	58 6 8
Wearmouth, Colliery School - N.S.	6	712 10 0	1861	26 17 5½	348 15 6
Wearmouth, Monk - N.S.	6	180 0 0	1848	15 13 5	660 5 10
		20 13 4	1858		
Whitburn - N.S.	6	25 0 0	1857	3 10 3	81 6 11
		371 2 0	1857		
Whorlton - N.S.	4	- - -	- - -	1 10 0¾	121 6 0
Willington - N.S.	5	52 0 0	1855	4 13 8½	310 14 4
Winlaton - Ch. of E.	3	- - -	- - -	- - -	207 18 4
Winston - Ch. of E.	4	- - -	- - -	- - -	105 1 0
Witton Gilbert - N.S.		35 0 0	1845	1 10 0¾	
Wolsingham - N.S.	6	200 0 0	1845	11 14 2½	353 17 3
		50 0 0	1845		
Wolsingham - Wes.	7	- - -	- - -	- - -	45 14 0
Wolviston - N.S.		*49 0 0	1838		
Wreckenton - N.S.	6	65 0 0	1842	8 8 4½	254 3 7
" - " - " - "		34 16 8	1855		
" - " - " - "		132 10 0	1858		
ESSEX.					
Abridge - N.S.		52 0 0	1845		
Aldham - N.S.	3	30 0 0	1844	- - -	2 15 0
Arkesden - N.S.		50 0 0	1845		
Ashdon - N.S.	4	5 0 0	1849	4 17 4½	582 15 2
Aveley - N.S.	6	80 0 0	1845	10 2 10½	216 16 0
		42 0 0	1853		
Baddow, Great - N.S.	5	*75 0 0	1839	2 8 11½	319 15 0
Baddow, Little - N.S.	5	- - -	- - -	- - -	17 17 0
Bardfield, Great - B.S.	3	- - -	- - -	5 0 11½	872 10 8
Barkingside - N.S.		72 0 0	1842		
		23 0 0	1843		
Belchamp, Walter - N.S.		*35 0 0	1839		
Benfleet, South - N.S.		120 0 0	1845		
Bentley, Great - N.S.		145 0 0	1849		
Bentley, Little - N.S.		60 0 0	1843		
Berden - N.S.	3	142 0 0	1858	- - -	11 13 4
Billericay - N.S.	5	70 0 0	1840	9 18 6½	571 12 1
" - " - " - "		17 0 0	1847		
" - " - " - "		13 6 8	1855		
" - " - " - "		13 18 9	1856		

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
Essex—cont.					
Birch	N.S. 3	£ s. d.		£ s. d.	£ s. d.
Birchanger	N.S. 4	- - -	- - -	9 15 10½	252 13 8
Birdbrook	N.S. 3	- - -	- - -	- - -	19 0 0
Bocking	N.S.	60 0 0	1849	- - -	184 12 6
"	N.S.	*87 0 0	1836	- - -	- - -
Bocking	B.S. 12	36 0 0	1860	- - -	- - -
Boreham	N.S.	120 0 0	1848	- - -	306 14 4
Bower's Gifford	N.S.	70 0 0	1847	- - -	- - -
"	"	55 0 0	1859	- - -	- - -
"	"	17 13 4	1859	- - -	- - -
Boxted	N.S.	*55 0 0	1837	- - -	- - -
Braintree, Public	B.S. 5	- - -	- - -	10 19 11½	581 8 8
Brentwood, Girls	N.S.	*50 0 0	1836	- - -	- - -
" Boys	N.S.	*60 0 0	1837	- - -	- - -
Brightlingsea	N.S.	88 0 0	1842	- - -	- - -
Brightlingsea	Wes.	438 0 0	1861	- - -	- - -
Broomfield	B.S. 3	32 13 4	1859	2 17 11½	220 8 0
Bumpstead, Helions	N.S. 3	132 5 0	1854	1 9 0½	8 0 0
Bumpstead, Steeple	N.S. 3	132 0 0	1849	1 13 7½	476 12 11
"	"	5 7 0	1853	- - -	- - -
"	"	15 7 6	1854	- - -	- - -
"	"	115 0 0	1855	- - -	- - -
Chadwell, St. Mary's	N.S. 6	94 0 0	1856	1 13 4½	27 12 2
Chelmsford	B.S.	*300 0 0	1841	- - -	- - -
Chelmsford, Victoria	N.S. 5	*350 0 0	1841	4 15 2½	2,018 9 2
Chesterford, Great	N.S. 4	200 0 0	1849	9 14 10	1,046 8 4
"	"	67 0 0	1857	- - -	- - -
Chigwell Row	B.S.	80 0 0	1841	- - -	- - -
Chigwell Row	N.S.	*55 0 0	1839	- - -	- - -
"	"	70 0 0	1853	- - -	- - -
Chignall, St. James' and Mashbury	N.S.	75 0 0	1850	- - -	- - -
Childerditch	N.S.	45 0 0	1845	- - -	9 3 4
Clacton, Great	N.S.	180 0 0	1861	- - -	- - -
Clavering	N.S.	65 0 0	1845	2 2 10½	- - -
Clavering	B.S. 5	90 0 0	1840	3 2 9½	524 11 2
"	"	26 13 6	1854	- - -	- - -
Coggeshall	B.S.	118 0 0	1842	- - -	- - -
Coggeshall	N.S. 5	*200 0 0	1839	1 18 3½	144 5 8
"	"	125 0 0	1847	- - -	- - -
"	"	59 19 10	1859	- - -	- - -
Colchester, Blue School	Ch. of E. 4	- - -	- - -	19 8 10½	1,132 14 9
Colchester, Saint Peter's (North Hill)	N.S. 4	*75 0 0	1836	2 6 8½	63 16 1
"	"	22 17 4	1853	- - -	- - -
Colchester, St. Magdalen's	N.S.	- - -	- - -	11 12 0½	588 3 2
Colne-Engaine	N.S.	60 0 0	1847	- - -	- - -
Colnes United	B.S. 5	- - -	- - -	- - -	60 5 0
Copford	N.S.	54 0 0	1853	1 6 7½	- - -
"	"	18 13 4	1857	- - -	- - -
Dagenham	N.S.	*60 0 0	1836	- - -	- - -
Danbury	N.S.	- - -	- - -	- - -	- - -
Decham, Girls	N.S. 5	- - -	- - -	1 9 3½	13 16 8
Decham Heath	N.S. 4	- - -	- - -	1 15 2½	120 12 4
Dengie	Ch. of E.	102 0 0	1858	- - -	- - -
"	N.S. 6	28 0 0	1846	- - -	22 1 8
"	"	56 7 6	1854	- - -	- - -
Dunmow	B.S. 5	150 0 0	1844	3 10 6½	862 18 7
Dunmow, Great	Ch. of E. 3	39 0 0	1858	3 11 7½	296 15 8
Easter, Good	N.S.	26 0 0	1846	- - -	- - -
Easter, High	N.S. 5	100 0 0	1851	4 12 6½	91 18 0
Elsenham	N.S. 3	- - -	- - -	- - -	8 6 8
Epping	B.S. 1	132 0 0	1847	2 2 6½	49 3 0
Epping and Coopersale, Girls	B.S.	- - -	- - -	- - -	- - -
"	Ch. of E. 6	- - -	- - -	- - -	130 7 0
Epping and Theydon Garnon, otherwise Coopersale	N.S. 6	*42 0 0	1836	5 3 7½	226 1 2
"	"	1,390 0 0	1861	- - -	- - -
Essex, Diocesan Board	"	- - -	- - -	39 3 8½	- - -
Farnham	Ch. of E. 3	- - -	- - -	- - -	148 6 0
Feering	N.S. 5	110 0 0	1846	- - -	22 10 0



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	Amount.	Date of Payment.		
ESSEX—cont.				
Finchinfild - - - - - N.S. 3	£ 369 0 0	1855	£ 2 13 10	£ 318 15 6
Forest Gate - - - - - N.S. 7	114 18 4	1854	- - -	210 1 0
- - - - - - - - - - - - - - - - - -	107 10 0	1861	- - -	- - -
"Foxearth" - - - - - Par. 5	- - -	- - -	- - -	16 13 4
Galleywood - - - - - N.S. 5	- - -	- - -	- - -	12 3 8
Grays - - - - - N.S. 7	- - -	- - -	- - -	32 8 4
Greenstead, East - - - - - N.S. 4	- - -	- - -	2 8 8	131 5 2
Hadleigh - - - - - Ch. of E. 6	171 0 0	1856	3 19 5½	173 19 8
Hainault Forest - - - - - N.S. 6	102 0 0	1849	- - -	46 10 0
Hallingbury, Little - - - - - N.S. 3	30 10 0	1841	1 4 10½	32 8 4
Halstead - - - - - B.S. 5	266 0 0	1848	17 9 0	1,401 9 8
- - - - - - - - - - - - - - - - - -	79 0 0	1856	- - -	- - -
Halstead, St. Andrew's - - - - - N.S. 6	302 5 0	1851	13 1 1½	837 6 0
" - - - - - - - - - - - - - - - - - -	16 0 0	1857	- - -	- - -
" - - - - - - - - - - - - - - - - - -	23 0 0	1860	- - -	- - -
Halstead, Trinity - - - - - N.S. 5	120 0 0	1845	10 5 10½	827 5 4
" - - - - - - - - - - - - - - - - - -	18 6 0	1854	- - -	- - -
" - - - - - - - - - - - - - - - - - -	6 0 0	1855	- - -	- - -
" - - - - - - - - - - - - - - - - - -	21 4 0	1856	- - -	- - -
" - - - - - - - - - - - - - - - - - -	3 10 0	1857	- - -	- - -
" - - - - - - - - - - - - - - - - - -	6 5 0	1859	- - -	- - -
" - - - - - - - - - - - - - - - - - -	18 2 0	1861	- - -	- - -
Halstead Trinity, Junior - - - - - Ch. of E. 5	130 0 0	1859	- - -	74 11 8
Ham, West, Model - - - - - N.S. 6	39 10 0	1851	14 6 10½	1,817 12 6
- - - - - - - - - - - - - - - - - -	130 0 0	1855	- - -	- - -
Ham, West, and Stratford, Boys - - - - - B.S. 7	*125 0 0	1837	5 3 1	815 18 6
- - - - - - - - - - - - - - - - - -	37 6 8	1857	- - -	- - -
Ham, West, and Stratford, Girls - - - - - B.S. 7	240 0 0	1851	2 4 10½	1,175 5 4
and Infants - - - - - - - - - - - - - - - - - -	25 0 0	1855	- - -	- - -
Hanningfleet, (West) - - - - - N.S. 6	- - -	- - -	3 8 4½	16 13 4
Harlow, Potter Street - - - - - N.S. -	*25 0 0	1836	- - -	- - -
Harwich - - - - - N.S. 7	- - -	- - -	- - -	18 15 0
Hatfield Heath - - - - - B.S. 4	- - -	- - -	2 19 0½	194 1 0
Hatfield, Broad Oak - - - - - Ch. S. 3	- - -	- - -	2 4 0	90 11 0
Havering-atte-Bower - - - - - N.S. -	*32 0 0	1837	- - -	- - -
Hawkwell - - - - - N.S. -	45 10 0	1848	- - -	- - -
Heddingham, Sible - - - - - N.S. -	180 0 0	1841	- - -	- - -
Hempstead - - - - - Ch. of E. 3	100 0 0	1853	1 0 1½	158 18 4
Henny, Great and Little - - - - - N.S. 5	106 0 0	1857	- - -	7 15 0
Heydon - - - - - N.S. -	75 0 0	1847	1 14 0½	- - -
High Beech - - - - - N.S. 5	36 0 0	1840	- - -	40 4 2
- - - - - - - - - - - - - - - - - -	16 0 0	1848	- - -	- - -
Highwood - - - - - N.S. 5	113 0 0	1852	- - -	54 3 4
Hockley - - - - - N.S. -	60 0 0	1841	1 2 3	- - -
Hornchurch - - - - - N.S. -	412 4 0	1856	- - -	- - -
Horndon, East - - - - - N.S. 6	*52 0 0	1840	- - -	80 8 4
Horndon-on-the-Hill - - - - - N.S. -	100 0 0	1847	- - -	- - -
Hudson Town - - - - - N.S. 6	- - -	- - -	6 11 8½	380 2 8
Ilford, Great - - - - - N.S. -	- - -	- - -	2 1 5½	- - -
Ingatstone - - - - - Par. -	251 0 0	1861	- - -	- - -
Kelvedon - - - - - N.S. 5	*61 0 0	1838	1 13 9½	166 1 10
Kelvedon - - - - - B.S. 4	- - -	- - -	1 12 8½	12 18 0
Kelvedon-Hatch - - - - - N.S. 1	- - -	- - -	- - -	12 18 0
Langham, Parish School - - - - - - - - - - - - - - - - - -	50 0 0	1850	2 4 2	- - -
- - - - - - - - - - - - - - - - - -	11 17 6	1853	- - -	- - -
Langham - - - - - B.S. 11	- - -	- - -	- - -	4 12 0
Langley - - - - - Ch. of E. -	175 19 0	1857	- - -	- - -
Latchingdon - - - - - N.S. -	- - -	- - -	2 13 4	- - -
Laver-de-la-Hay - - - - - N.S. -	*50 0 0	1837	- - -	- - -
Leigh - - - - - N.S. 7	500 0 0	1858	2 17 3	731 13 6
Leighs, Great - - - - - N.S. -	141 0 0	1851	- - -	- - -
Lexden - - - - - N.S. 5	- - -	- - -	4 15 2	597 15 6
Lindsell - - - - - N.S. -	29 0 0	1842	- - -	- - -
Littlebury, Endowed - - - - - N.S. 3	- - -	- - -	6 2 1½	551 14 7
Loughton - - - - - N.S. 7	14 0 0	1859	3 10 4½	111 6 2
Maldon - - - - - N.S. 6	611 0 0	1849	2 1 5½	91 3 0
Manningtree - - - - - Wes. 5	228 0 0	1857	9 4 11½	309 11 8
Mersea, East - - - - - N.S. -	156 0 0	1860	- - -	- - -
Mersea, West - - - - - N.S. -	- - -	- - -	1 4 2½	- - -

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ESSEX—cont.				
Mistley Norman - - - N.S. 4	£ s. d.		£ s. d.	£ s. d.
Navestock - - - N.S. 5	- - -	- - -	3 2 1½	265 13 4
Newport - - - N.S.	100 0 0	1850	- - -	41 4 0
Norton (Cold) - - - N.S.	20 0 0	1842	- - -	- - -
Oakley - - - N.S.	*30 0 0	1839	2 0 8½	- - -
" - - - N.S.	83 0 0	1853	- - -	- - -
Orsett - - - N.S. 6	171 0 0	1849	3 0 11½	209 13 5
" - - - N.S.	6 7 6	1860	- - -	- - -
Osyth, St. - - - N.S. 3	177 15 0	1854	4 12 10½	12 12 0
Parndon, Great - - - N.S. 5	*25 0 0	1835	2 1 8½	5 0 0
Pattiswick - - - N.S.	*45 0 0	1837	- - -	- - -
Plaistow - - - N.S. 6	*62 0 0	1837	6 6 8	728 19 4
" - - - "	20 0 0	1851	- - -	- - -
" - - - "	9 13 4	1852	- - -	- - -
" - - - "	45 0 0	1853	- - -	- - -
Plaistow Hall's Ville (late Victoria Dock) - - - N.S. 6	- - -	- - -	- - -	269 15 0
Radwinter - - - N.S.	360 15 0	1855	- - -	- - -
Rickling - - - N.S. 10	30 0 0	1846	4 11 4	24 0 0
" - - - N.S.	21 11 2	1858	- - -	- - -
Romford, Endowed - - - N.S. 6	*150 0 0	1835	14 10 5½	1,092 7 10
" - - - "	48 5 6	1852	- - -	- - -
" - - - "	105 6 8	1853	- - -	- - -
Romford, Infants - - - N.S. 6	85 0 0	1844	- - -	238 10 4
" - - - N.S.	170 11 8	1857	- - -	- - -
Romford, Oak Hill - - - N.S.	96 0 0	1848	1 1 4	- - -
Roxwell, Boys' School - - - N.S. 5	- - -	- - -	- - -	25 18 8
Saling, Great - - - N.S.	42 0 0	1842	- - -	- - -
Sandon - - - N.S. 6	- - -	- - -	- - -	17 10 0
Silvertown - - - N.S. 7	- - -	- - -	2 18 4½	55 5 6
Southchurch - - - N.S.	170 0 0	1857	4 15 10½	- - -
Southend - - - N.S. 7	- - -	- - -	- - -	43 15 0
Southminster - - - N.S.	- - -	- - -	2 13 4	- - -
Springfield - - - N.S. 5	35 0 0	1846	- - -	1,310 7 6
" - - - "	7 2 0	1850	- - -	- - -
" - - - "	8 5 0	1854	- - -	- - -
" - - - "	14 10 0	1855	- - -	- - -
Stambourne - - - N.S.	216 0 0	1861	- - -	- - -
Stanford Rivers - - - Ch. of E. 5	117 15 0	1851	4 0 5	306 16 4
" - - - B.S.	9 5 0	1857	- - -	- - -
Stanstead - - - N.S. 3	*30 0 0	1835	- - -	- - -
Stanstead, Mountfitchett - - - N.S.	75 5 0	1860	4 1 0½	165 4 4
" - - - "	65 0 0	1861	- - -	- - -
Stanway - - - N.S. 4	- - -	- - -	3 10 9	139 8 0
Stock and Buttsbury - - - N.S.	*90 0 0	1839	- - -	- - -
Stratford, Ch. Ch. District - - - N.S. 6	230 0 0	1850	5 0 0	987 2 0
" - - - "	24 10 0	1858	- - -	- - -
Stratford, Eastern Counties Railway Mech. Inst. Sch. - - - N.S. 1	- - -	- - -	- - -	225 12 4
Stratford, St. John's - - - N.S. 6	*250 0 0	1837	7 0 0½	567 9 10
" - - - N.S.	78 6 8	1857	- - -	- - -
Tendring - - - N.S.	60 0 0	1843	- - -	- - -
Theydon Bois - - - N.S.	32 0 0	1841	1 0 1	- - -
" - - - N.S.	100 0 0	1860	- - -	- - -
Tilbury - - - N.S. 4	120 0 0	1857	2 0 0	5 0 0
Tillingham - - - N.S. 5	283 10 0	1861	4 3 4½	9 13 4
Toppesfield - - - N.S. 5	426 0 0	1857	3 10 0	9 13 2
Upminster - - - N.S. 7	75 0 0	1851	- - -	13 18 0
Wakering, Great - - - N.S.	50 0 0	1844	- - -	- - -
Walden, Saffron - - - N.S. 3	200 0 0	1846	34 2 10	1,575 12 8
" - - - "	12 16 9	1850	- - -	- - -
" - - - "	3 3 0	1855	- - -	- - -
" - - - "	6 2 6	1855	- - -	- - -
Walden, Saffron, - - - B.S. 5	62 0 0	1855	18 10 6½	1,742 18 4
Waltham, Great - - - N.S. 5	240 0 0	1847	4 3 4	259 9 8
" - - - "	28 1 6	1854	- - -	- - -
" - - - "	11 2 6	1858	- - -	- - -
Waltham Abbey - - - N.S. 6	- - -	- - -	7 10 0½	487 7 4
Waltham Abbey - - - B.S.	60 0 0	1842	- - -	- - -
" - - - "	50 0 0	1845	- - -	- - -

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ESSEX—cont.					
		£ s. d.	£ s. d.		£ s. d.
Walthamstow, Chapel End, St.					
John's	N.S. 6	*50 0 0	1835	2 14 8½	24 11 8
Walthamstow, St. Mary's	N.S. 6	- - -	- - -	1 0 7½	1,310 17 8
Wanstead	N.S. 6	- - -	- - -	- - -	27 15 0
Warley, Great (Lower)	N.S.	40 0 0	1843	1 0 4	
Warley, Great, Ch. Ch.	N.S. 5	23 3 10	1857	3 18 0¾	195 0 7
		100 0 0	1860	- - -	- - -
Wendon-Lofts and "Elmdon	N.S. 3	75 0 0	1844	2 6 8½	10 16 8
Wethersfield	N.S. 4	130 0 0	1844	7 18 0	266 15 2
		15 8 0	1857	- - -	- - -
Wicken Bonant	N.S.	*a20 0 0	1839	- - -	- - -
Willingale Doe	N.S.	*39 0 0	1839	2 1 4	- - -
Witham	N.S. 6	228 10 0	1842	11 0 11½	1,523 14 4
		27 17 4	1853	- - -	- - -
Witham	B.S.	*150 0 0	1837	- - -	- - -
Wivenhoe	N.S. 4	276 0 0	1849	14 6 2¾	1,077 15 2
	"	16 10 0	1853	- - -	- - -
"	"	7 15 0	1856	- - -	- - -
Wix	N.S.	65 0 0	1844	- - -	- - -
Wix	Wes.	- - -	- - -	1 13 4	- - -
Woodford	N.S. 6	114 0 0	1830	2 12 6½	313 14 4
Woodford	B.S. 11	- - -	- - -	3 9 2¼	244 7 0
Woodford Bridge, Infants	N.S. 4	- - -	- - -	- - -	6 9 0
Woodford Bridge, St. Paul's	Ch. of E. 6	404 0 0	1860	3 6 0¾	66 12 0
Woodham Ferrers	N.S.	106 0 0	1848	- - -	- - -
Yeldham, Great	N.S. 4	- - -	- - -	- - -	21 11 0
Yeldham, Little	N.S.	133 0 0	1857	1 14 10	- - -
GLOUCESTERSHIRE.					
Almondsbury	N.S. 4	*80 0 0	1834	8 1 2½	656 6 10
"	"	66 0 0	1848	- - -	- - -
"	"	25 3 10	1855	- - -	- - -
Almondsbury, Patchway Infant		227 0 0	1859	- - -	- - -
School		- - -	- - -	- - -	382 1 4
Alstone, Ch. Ch. Infants	5	- - -	- - -	3 16 8	94 0 10
Alvestone	N.S. 2	*40 0 0	1837	- - -	- - -
Arlingham, Endowed	N.S.	91 17 6	1853	- - -	- - -
Arlingham, Infants	Ch. of E.	100 0 0	1859	- - -	- - -
Arlington	B.S.	- - -	- - -	2 1 8½	65 0 0
Ashchurch	N.S. 4	62 10 0	1842	- - -	- - -
Ashelworth	N.S.	42 0 0	1842	- - -	- - -
Avening	N.S. 2	160 0 0	1843	7 2 10	632 7 2
Awre and Blakeney	N.S.	115 0 0	1856	- - -	- - -
Badgworth	N.S. 10	20 0 0	1842	2 0 7¾	14 17 0
		143 6 6	1859	- - -	- - -
Berry Hill, Ch. Ch.	N.S. 7	97 10 0	1854	4 5 4	60 0 0
"	"	35 0 0	1856	- - -	- - -
"	"	125 0 0	1857	- - -	- - -
"	"	7 13 4	1858	- - -	- - -
Bibury	N.S. 4	- - -	- - -	2 16 0½	159 4 4
Bicknor, English	N.S. 8	*34 0 0	1834	- - -	58 14 8
"	"	*45 0 0	1839	- - -	- - -
Bisley, Boys	N.S. 6	- - -	- - -	- - -	15 5 0
Bitton	N.S.	- - -	- - -	4 0 4¼	- - -
Blaisdon	N.S.	69 0 0	1848	- - -	236 18 0
Bourton-on-the-Hill	N.S. 4	- - -	- - -	- - -	- - -
Bourton-on-the-Water	N.S.	152 0 0	1851	- - -	- - -
Bream	N.S. 7	28 0 0	1856	3 3 9	157 6 4
Briavells, St.	Par. 6	- - -	- - -	2 1 8½	45 15 4
Brimpsfield	N.S.	37 0 0	1842	- - -	- - -
Brimscombe	N.S. 4	- - -	- - -	1 16 10½	284 19 8
Bristol, Back Fields	Wes. 3	1,526 0 0	1858	26 7 6½	573 1 8
Bristol (Brandon Hill), St.		- - -	- - -	- - -	- - -
George's	N.S. 4	- - -	- - -	19 19 6¾	959 10 0
Bristol, Counterslip	B.S. 3	- - -	- - -	5 4 10½	142 10 6
Bristol, Deighton Street	B.S. 5	- - -	- - -	- - -	594 4 10
Bristol, Diocesan Trade School	4	- - -	- - -	38 12 7½	32 5 10
"	"	- - -	- - -	6 103 6 8	- - -

*a* This school is pulled down, and 8*l.*, part of the proceeds of sale, repaid to the Lords of Her Majesty's Treasury.  
*b* Scientific apparatus.





Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
GLOUCESTERSHIRE—cont.				
Chalford - - - N.S. 1	£ s. d. 100 0 0	1843	£ s. d. 15 16 3½	£ s. d. 1,149 6 0
" - - - " - - - "	41 18 8	1848		
" - - - " - - - "	55 0 0	1849		
" - - - " - - - "	17 14 0	1849		
" - - - " - - - "	34 2 6	1852		
Charlton King's, Boys - Ch. of E. 4	*60 0 0	1837	3 5 9½	329 7 8
" - - - " - - - "	15 10 8	1856		
Charlton King's, Girls - Ch. of E. 4	- - - -	- - - -	4 11 8½	484 7 4
Cheltenham - - - B.S. 4	*125 0 0	1838	33 14 2½	2,136 0 6
" - - - " - - - "	23 6 8	1853		
" - - - " - - - "	10 10 0	1855		
" - - - " - - - "	1,375 0 0	1859		
Cheltenham, Baker Street - B.S. 4	- - - -	- - - -	- - - -	79 6 0
Cheltenham, Bethesda - Wes. 4	76 10 0	1851	10 2 11½	637 7 0
" - - - " - - - "	6 10 0	1854		
Cheltenham, Boys' Model - Ch. of E. 5	- - - -	- - - -	- - - -	370 12 5
Cheltenham, Ch. Ch. - N.S. 5	- - - -	- - - -	18 7 6½	1,441 6 3
Cheltenham, Highbury, - B.S. 4	1,250 0 0	1857	10 9 10	712 18 6
Cheltenham, Holy Trinity, Boys and Girls - N.S. 5	- - - -	- - - -	18 10 0½	2,268 14 10
Cheltenham, Holy Trinity, Infants (Fairview Place) - N.S. 5	- - - -	- - - -	7 11 2½	938 1 8
Cheltenham, Nauuton, Infants (Exmouth Street, Bath Road) - N.S. 5	- - - -	- - - -	2 3 11½	50 15 0
Cheltenham, Old Charity - N.S. 5	180 0 0	1850	14 19 7½	1,106 10 0
Cheltenham, Ragged Industrial Sch. - N.S. 5	- - - -	- - - -	- - - -	129 9 6
Cheltenham, St. Gregory the Great R.C. 7	336 1 0	1857	5 0 0½	311 13 0
Cheltenham, St. James - N.S. 5	- - - -	- - - -	6 15 11½	312 3 4
Cheltenham, St. John's - N.S. 5	83 0 0	1842	3 19 2	1,111 4 10
" - - - " - - - "	12 0 0	1847		
Cheltenham, St. Luke's, (Bath Road) Boys and Girls - N.S. 5	- - - -	- - - -	5 16 6½	1,416 6 6
Cheltenham, St. Mary's - Par. 5	1,122 0 0	1857	17 6 0½	1,059 13 8
" - - - " - - - "	150 0 0	1859		
Cheltenham, St. Paul's - N.S. 5	42 0 0	1850	6 18 2½	
" - - - " - - - "	64 0 0	1860		
Cheltenham, St. Paul's, Boys' and Girls' Practising School - 5	700 0 0	1854	16 15 11½	2,270 0 0
" - - - " - - - "	- - - -	- - - -	17 6 8	
Cheltenham, St. Paul's, Infants, (Brunswick Street.) - N.S. 5	250 0 0	1850	- - - -	402 18 4
Chipping - N.S. 5	*110 0 0	1838		
Churcham and Bulley - N.S. 6	358 0 0	1856		165 16 2
Cinderford, St. John's - N.S. 5	- - - -	- - - -	3 10 10½	57 2 4
Cirencester - B.S. 11	- - - -	- - - -	2 7 3	43 18 0
Cirencester, Endowed - Ch. of E. 4	- - - -	- - - -	6 10 4	700 10 0
Clearwell - N.S. 7	243 5 0	1858	2 10 8	61 15 0
Cleeve, Bishop's - N.S. 11	135 0 0	1846	2 15 7½	34 18 8
Clifton - N.S. 3	*400 0 0	1835	28 19 8½	1,941 14 2
" - - - " - - - "	74 0 0	1848		
" - - - " - - - "	24 12 0	1850		
" - - - " - - - "	5 0 0	1854		
" - - - " - - - "	23 5 0	1857		
Clifton - B.S. 3	*150 0 0	1836	2 5 10	396 8 0
Clifton - P.U. 6	- - - -	- - - -	- - - -	468 13 4
Clifton (Berkeley Place), Infants. - N.S. 2	189 15 0	1851	- - - -	323 18 8
Clifton, Ch. Ch. - N.S. 2	- - - -	- - - -	- - - -	230 0 8
Clifton, Church of the Apostles - R.C. 5	- - - -	- - - -	3 19 10½	
Coates - N.S. 5	51 0 0	1840		
Coberley - Ch. of E. 10	278 8 6	1861	2 5 3½	15 0 0
Coleford - N.S. 5	*150 0 0	1838		
Coln, St. Aldwyn - N.S. 5	241 0 0	1857		
Coltham Fields - Ch. of E. 4	- - - -	- - - -	2 5 0	51 5 0
Corse - N.S. 5	70 0 0	1855		
Cranham - N.S. 5	35 0 0	1846		
Cromhall, Industrial - N.S. 5	- - - -	- - - -	1 0 2	
Cromhall, "Middle" School - N.S. 5	- - - -	- - - -	5 11 8	168 1 0
" - - - " - - - "	- - - -	- - - -	16 13 4	
Dean Forest, Church Schoolmasters' Association - N.S. 5	- - - -	- - - -	1 17 7½	

a Scientific apparatus.

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	Amount.	Date of Payment.		
GLOUCESTERSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Dean Forest, Holy Trinity - N.S. 6	50 0 0	1848.	10 6 8½	563 10 10
	30 0 0	1856		
Dean Forest, St. Paul's (Park End) N.S. 6	105 0 0	1846.	1 19 8½	138 8 4
	50 0 0	1855		
Dean Forest, St. Paul's Oldcroft and Slade, "Middle" - N.S.	150 0 0	1852		
	27 5 0	1854		
Dean Forest, Viney Hill, Blakeney, and Blakeney Woodside, Infts. Ch. of E.	142 10 0	1853	1 9 11½	
Dean, Little - N.S.	180 0 0	1848		
	20 0 0	1849		
Deerhurst - N.S. 6	255 0 0	1856	1 10 10½	124 2 0
Dowdeswell - Ch. of E. 5	- - -	- - -	1 4 4½	97 1 8
Downend - N.S. 4	*150 0 0	1841	5 16 8½	63 11 8
Dumbleton, Day School -	2	- - -	2 13 3	42 5 0
Duntisbourne Abbot's - N.S.	35 0 0	1846		
Durdham-Down, St. John's - N.S. 4	545 0 0	1851	4 3 6½	642 9 6
Dursley - N.S. 3	*200 0 0	1834	9 13 5	912 16 10
	70 0 0	1854		
	21 15 6	1855		
Eastington Parish School - 1	495 0 0	1859	6 12 6	162 8 0
Eastington - Wes. 11	- - -	- - -	4 3 4½	122 11 8
	- - -	- - -	as 6 8	
Easton, Lower, St. Mark's - N.S.	39 9 0	1858		
Ebley - B.S.	150 0 0	1840		
	150 0 0	1845		
	167 0 0	1846		
Fairford, Endowed - N.S. 3	86 10 0	1849	4 13 4	1,026 19 0
Forthampton - N.S. 9	- - -	- - -	1 1 6	272 4 0
Framilode - N.S. 6	126 15 9	1858	8 18 0	168 0 8
	32 0 0	1861		
Framilode - B.S. 11	- - -	- - -	2 10 0	343 18 0
Frampton Cotterell - B.S. 4	139 0 0	1846	4 1 7½	327 7 0
	50 0 0	1855		
Frampton Cotterell - N.S. 3	80 0 0	1843	7 15 1½	397 17 10
	40 0 0	1855		
	260 0 0	1857		
Frampton-on-Severn - N.S. 10	70 0 0	1843	1 5 2½	55 0 0
	19 0 0	1860		
Fretherne - N.S.	*33 0 0	1838		
George's, St., Mixed - N.S. 3	287 0 0	1858	7 12 9	212 7 0
George's St., Infants - N.S.	180 0 0	1856	1 16 10½	
Gloucester - N.S. 2	- - -	- - -	9 13 7½	917 10 6
Gloucester - B.S. 4	250 0 0	1841	26 1 3½	1,037 13 4
	124 13 9	1857		
	8 10 0	1858		
	132 6 1	1859		
Gloucester, Bristol, and Oxford Prac- tising School - 1	- - -	- - -	- - -	643 15 9
Gloucester, Ch. Ch. - N.S. 4	- - -	- - -	4 2 11½	337 0 0
Gloucester Industrial Ragged Sch. - N.S.	70 0 0	1853	1 17 2	491 11 7
Gloucester, St. Catherine's - N.S.	*100 0 0	1836		
Gloucester, St. James' - N.S. 2	565 0 0	1844	12 19 7½	2,274 15 6
Gloucester, St. John's - N.S.	115 0 0	1848	1 0 8	
	10 5 0	1853		
Gloucester, St. Mark's (Kings- holme) - N.S. 4	100 0 0	1842	2 1 4½	412 5 0
	9 0 0	1858		
Gloucester, St. Michael's - N.S. 2	230 0 0	1848	5 15 9½	624 6 0
Gloucester, St. Nicholas - N.S. 4	- - -	- - -	2 15 9½	221 18 4
Hanham - N.S. 3	*100 0 0	1840	14 6 0½	902 9 6
	25 0 0	1847		
	25 3 0	1852		
	17 10 0	1855		
	136 0 0	1860		
Hanham - Wes. 3	- - -	- - -	6 5 0	103 6 4
Hardwick, Reformatory -	- - -	- - -	- - -	303 11 6
Hatherley Down - N.S. 6	- - -	- - -	- - -	205 15 0
Hawkesbury - N.S. 4	175 0 0	1847	5 6 6	457 0 6
	4 11 4	1853		

a Scientific apparatus.



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GLOUCESTERSHIRE—cont.				
Hawthorne - - - Ch. of E.	- - -	- - -	1 2 2	
Highnam - - - N.S. 4	- - -	- - -	- - -	180 6 4
Horfield - - - N.S.	*41 0 0	1839	- - -	
Horfield, Edmond's Trust, Boys Ch. S. 4	178 0 0	1860	2 17 3½	6 12 0
Horsley - - - Ch. of E. 4	30 0 0	1856	1 13 4	149 0 8
Horton - - - Ch. of E. 4	270 0 0	1860	1 13 4	14 1 0
Hucclecote - - - N.S. 4	- - -	- - -	- - -	61 7 6
Huntley - - - Ch. of E.	- - -	- - -	- - -	48 16 4
Kemerton - - - N.S. 4	60 0 0	1846	10 4 0	244 1 0
Kemerton, St. Benet's - - - R.C. 6	52 10 0	1852	- - -	25 18 4
Kingsdown, St. Matthew's - - - N.S. 4	401 5 0	1850	10 16 8½	880 14 4
Kings Stanley - - - N.S. 7	- - -	- - -	1 17 2	36 3 0
Kings Stanley - - - B.S.	- - -	- - -	- - -	6 13 0
Kingswood Hill - - - Wes. 3	- - -	- - -	28 0 1½	1,096 3 10
Kingswood Reformatory - - - N.S.	- - -	- - -	- - -	489 5 0
Lechlade - - - N.S. 5	*60 0 0	1836	- - -	
Leckhampton - - - N.S.	54 0 0	1841	1 12 0	69 3 0
" - - - "	25 0 0	1856	- - -	
" - - - "	137 10 0	1860	- - -	
Leckhampton, St. Philips - - - N.S. 5	- - -	- - -	1 6 4½	65 8 8
Leigh - - - N.S.	- - -	- - -	- - -	2 10 0
Lydbrook - - - Ch. of E. 7	77 4 0	1859	1 16 9½	187 5 0
Maisemore - - - N.S. 2	168 0 0	1859	1 7 8	5 5 0
Marston Sicca - - - N.S.	113 0 0	1850	1 6 8	
Micheldean, Free - - - N.S. 4	- - -	- - -	2 1 6½	137 1 0
Minchinhampton - - - B.S. 4	- - -	- - -	1 16 8	63 17 6
Minchinhampton - - - Par. 1	- - -	- - -	- - -	570 6 8
Minsterworth - - - N.S. 7	- - -	- - -	1 17 6	148 0 0
Miserden - - - N.S.	35 0 0	1842	- - -	3 0 0
Moreton-in-the-Marsh - - - Ch. of E. 4	- - -	- - -	- - -	297 13 0
Moreton-in-the-Marsh - - - B.S. 6	- - -	- - -	7 8 6	404 5 10
Nailsworth - - - N.S.	250 0 0	1841	- - -	
Nailsworth - - - B.S.	*100 0 0	1838	- - -	
Nailsworth - - - N.S. 4	354 0 0	1848	7 3 6½	361 8 0
Newent - - - N.S.	14 0 0	1856	- - -	
" - - - N.S. 4	77 17 0	1860	2 1 8½	35 1 0
Newland - - - N.S. 10	*50 0 0	1835	1 6 10½	96 5 8
Newuham - - - Par. 10	- - -	- - -	- - -	21 11 0
Oakridge - - - N.S. 6	50 0 0	1845	4 3 8½	306 2 0
" - - - "	47 0 0	1847	- - -	
" - - - "	15 1 6	1850	- - -	
" - - - "	20 0 0	1854	- - -	
Oldbury-on-Severn - - - N.S. 3	170 8 0	1855	- - -	143 19 4
Oldland - - - N.S. 3	*100 0 0	1838	4 12 0½	493 2 8
" - - - "	25 0 0	1846	- - -	
" - - - "	46 13 4	1850	- - -	
" - - - "	62 10 0	1855	- - -	
Oldland Common - - - B.S. 4	- - -	- - -	11 15 7½	642 16 0
Olveston and Elbarton - - - N.S. 4	*75 0 0	1837	6 0 0½	239 8 8
Olveston, Infant - - - N.S.	130 0 0	1857	- - -	
Painswick and Ryl United - - - N.S. 1	393 0 0	1847	14 6 2½	852 8 2
" - - - "	87 10 0	1857	- - -	
" - - - "	22 19 11	1858	- - -	
Painswick, The Slad, Holy Trinity - - - N.S.	*53 0 0	1838	- - -	
Pauntley - - - N.S. 6	- - -	- - -	3 6 8	617 15 8
Prestbury - - - N.S. 5	*50 0 0	1836	3 0 2	206 13 2
" - - - N.S.	75 12 0	1859	- - -	
Puckchurch - - - N.S. 3	60 0 0	1845	1 14 11	194 9 0
Quedgeley - - - N.S. 4	- - -	- - -	0 19 5½	260 13 4
Randwick - - - N.S. 7	163 0 0	1857	1 13 10	1 19 0
Redbrook - - - Ch. of E. 6	- - -	- - -	- - -	4 0 0
Risington, Great - - - N.S.	41 0 0	1842	1 1 2½	
Risington, Little - - - N.S.	50 0 0	1841	1 3 4	52 10 0
Rodborough, King's Court - - - B.S.	*70 0 0	1839	- - -	
Sandhurst - - - N.S.	106 0 0	1848	- - -	1 15 0
Shipton Moyne - - - N.S. 4	60 0 0	1845	6 4 11½	213 5 6
Shirehampton - - - N.S. 3	40 0 0	1846	3 14 7½	151 4 0
" - - - "	34 0 0	1848	- - -	
" - - - "	13 8 8	1858	- - -	

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	Amount.	Date of Payment.		
GLOUCESTERSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Siston - - - - - N.S.	*75 0 0	1838		
Sodbury, Chipping - - - N.S. 4	125 0 0	1853	7 9 1	334 6 0
Sodbury, Old - - - - - N.S.	*50 0 0	1840	3 13 2½	
Stanley, St. Leonard's - - N.S. 10	- - - - -	- - -	1 7 4½	134 5 0
Stanton - - - - - N.S. 4	204 8 0	1861	0 17 6	5 0 0
Stanway - - - - - Ch. of E. 10	- - - - -	- - -	2 1 8	61 4 0
Stapleton (Dr. Bell's) - - N.S. 3	243 15 0	1851	12 6 9	432 10 9
Stoke Bishop, Girls - - - N.S. 4	- - - - -	- - -	2 0 0	125 13 0
Stoke Orchard - - - - - N.S.	45 0 0	1845		
Stow-on-the-Wold - - - - N.S. 4	60 0 0	1845	13 0 9	516 8 8
" " - - - - - "	28 0 0	1853		
" " - - - - - "	127 0 0	1856		
Stratton - - - - - Ch. of E. 4	202 0 0	1858	4 8 6½	243 11 8
Stroud - - - - - N.S. 10	*100 0 0	1835	2 0 0	407 18 10
" " - - - - - "	429 0 0	1845		
" " - - - - - "	8 0 0	1849		
Stroud - - - - - B.S. 11	*150 0 0	1840	9 1 10	627 13 4
" " - - - - - "	40 0 0	1857		
" " - - - - - "	3 10 0	1858		
Swell, Lower - - - - - N.S. 4	- - - - -	- - -	- - -	14 11 8
Tetbury - - - - - N.S. 2	*145 0 0	1837	13 17 1	1,916 7 5
" " - - - - - "	182 0 0	1851	a12 2 0	
" " - - - - - "	14 13 4	1854		
Tewkesbury - - - - - N.S. 3	240 0 0	1843	14 8 3½	1,008 14 8
" " - - - - - "	60 0 0	1853		
Tewkesbury - - - - - B.S. 4	83 12 10	1859	4 17 10½	412 4 6
Tewkesbury, Trinity, Infants - N.S. 4	- - - - -	- - -	- - -	924 1 8
Thornbury - - - - - N.S. 3	*130 0 0	1837	3 1 7½	881 7 4
" " - - - - - "	31 7 0	1849		
" " - - - - - "	16 15 10	1857		
Tidcnham - - - - - N.S. 6	660 0 0	1842	3 16 0½	263 9 8
Tirley - - - - - N.S.	35 0 0	1842	0 15 2	
Tormarton - - - - - N.S. 4	50 0 0	1854	- - -	289 2 0
" " - - - - - "	21 0 0	1858		
Tortworth - - - - - B.S. 4	- - - - -	- - -	9 5 0½	583 17 8
Tutshill - - - - - N.S. 6	- - - - -	- - -	3 3 4	163 13 4
Twigworth, St. Matthew's - N.S. 10	13 0 0	1858	3 8 4½	92 18 8
Twining - - - - - N.S. 10	64 0 0	1842	- - -	11 18 0
Uley - - - - - N.S. 4	184 0 0	1856	3 10 0½	296 10 4
Upleadon - - - - - N.S.	- - - - -	- - -	1 2 10½	7 1 0
Upton, St. Leonard's - - - N.S. 4	- - - - -	- - -	7 14 4½	1,052 14 2
Watermoor, Trinity - - - N.S. 4	577 4 0	1856	- - -	239 11 8
Westbury-on-Severn - - - N.S.	80 0 0	1850	2 3 4	
Westbury-on-Trym, Girls - N.S. 3	8 10 0	1853	3 19 2	853 6 8
" " " " - - - - - "	9 0 0	1854		
" " " " - - - - - "	12 6 8	1855		
" " " " - - - - - "	150 0 0	1857		
Westbury-on-Trym, Infants - N.S. 3	- - - - -	- - -	- - -	381 2 0
Westbury-on-Trym, (Edmund's Endowed School) - - - N.S. 3	- - - - -	- - -	6 14 9½	393 10 8
Westerleigh - - - - - N.S. 4	67 0 0	1844	3 4 0	3 15 0
" " - - - - - "	23 19 2	1849		
" " - - - - - "	31 13 0	1857		
Weston-sub-Edge - - - - - N.S.	- - - - -	- - -	1 13 4½	1 5 0
Whiteshill - - - - - N.S. 2	35 0 0	1845	4 15 11½	144 17 0
" " - - - - - "	15 15 0	1849		
" " - - - - - "	467 14 0	1860		
Whitminster, or Wheatenhurst Ch. of E. 2	90 0 0	1851	- - -	3 12 0
Wickwar - - - - - Ch. of E. 2	- - - - -	- - -	- - -	2 8 4
Winchcombe - - - - - N.S. 10	- - - - -	- - -	2 0 6½	187 0 0
Winstone - - - - - N.S.	*26 0 0	1839		
Winterbourne - - - - - N.S. 3	- - - - -	- - -	- - -	442 3 4
Withington - - - - - N.S. 6	273 0 0	1857	4 0 2	142 16 0
Wotton-under-Edge - - - N.S. 3	- - - - -	- - -	- - -	86 18 4
Wotton-under-Edge - - - B.S. 4	15 0 0	1855	12 0 4½	1,224 17 0
Yate - - - - - N.S. 3	105 0 0	1855	- - -	31 3 0
a Scientific apparatus.		b Repaid in 1844 by Rev. H. Cook.		

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	Amount.	Date of Payment.		
HAMPSHIRE.				
	£ s. d.		£ s. d.	£ s. d.
Abbott's Ann - - - N.S. 9	- - - -	- - - -	- - - -	1,040 2 8
Aldershot - - - N.S. 3	387 0 0	1860	- - - -	43 1 0
Alresford - - - B.S. 5	19 0 0	1856	1 17 3	290 17 4
Alresford, Old - - - N.S. 10	- - - -	- - - -	5 10 0	650 5 0
Alresford, New - - - N.S. 10	*80 0 0	1836	10 10 5½	532 6 2
Alresford Royal Patriotic Orphan Church School - - -	- - - -	- - - -	1 17 6½	- - - -
Alresford (The Grange) - N.S. 9	- - - -	- - - -	1 6 8	190 16 8
Alton - - - N.S. 9	200 0 0	1841	16 6 0	1,586 14 0
" - - - " - - -	81 0 0	1858	as 6 8	- - - -
" - - - " - - -	8 10 4	1859	- - - -	- - - -
Alton, Boys - - - B.S. 5	- - - -	- - - -	16 19 6½	1,073 18 8
Alton (Messrs. Crowley's), Girls Sch. 5	- - - -	- - - -	- - - -	825 13 0
Alverstoke - - - N.S. 8	174 0 0	1843	9 6 11	1,597 18 0
" - - - " - - -	52 10 0	1851	- - - -	- - - -
" - - - " - - -	53 2 6	1861	- - - -	- - - -
Alverstoke, New Town, Infants N.S. 8	200 0 0	1854	- - - -	177 7 8
" - - - " - - -	64 12 0	1855	- - - -	- - - -
Andover - - - N.S. 9	910 0 0	1860	4 8 9½	358 4 9
Andover - - - B.S. 4	*170 0 0	1834	- - - -	3 15 0
Baddesley, South - - - Ch. of E. 3	- - - -	- - - -	- - - -	93 8 4
Basingstoke - - - B.S. 7	- - - -	- - - -	- - - -	3 15 0
Basingstoke - - - P.U. 4	- - - -	- - - -	- - - -	10 0 0
Baughurst - - - N.S. 4	50 0 0	1843	- - - -	- - - -
" - - - " - - -	25 0 0	1844	- - - -	- - - -
Beechwood - - - B.S. 6	- - - -	- - - -	8 15 3	606 15 0
Bentley - - - N.S. 4	100 0 0	1843	6 19 4½	983 15 8
Bighton - - - N.S. 2	- - - -	- - - -	2 5 1½	264 15 0
Binstead - - - N.S. 3	198 17 6	1855	- - - -	4 5 0
Bishopstoke - - - N.S. 9	68 0 0	1844	10 19 5½	557 10 8
" - - - " - - -	40 0 0	1859	- - - -	- - - -
Bitterne - - - N.S. 10	230 0 0	1858	9 11 6	703 1 0
" - - - " - - -	184 0 0	1859	- - - -	- - - -
Bitterne, Girls - - - Ch. of E. 10	- - - -	- - - -	- - - -	43 15 0
Blendworth - - - N.S. 4	8 18 0	1857	- - - -	- - - -
Boldre, East - - - N.S. 10	72 0 0	1842	1 0 7½	168 15 0
Botley - - - N.S. 4	262 0 0	1856	3 12 3½	269 6 4
Bournemouth - - - N.S. 9	- - - -	- - - -	- - - -	365 8 8
Bourne, St. Mary's - - - N.S. 4	- - - -	- - - -	1 16 0	92 0 0
Brading - - - N.S. 7	136 0 0	1844	13 15 2½	280 2 6
Brading - - - B.S. 4	291 0 0	1847	1 0 11½	- - - -
Bransgore - - - N.S. 5	50 0 0	1854	- - - -	- - - -
Brixton (Isle of Wight) - N.S. 8	*80 0 0	1837	5 4 0¾	531 14 8
" - - - " - - -	47 7 0	1858	- - - -	- - - -
" - - - " - - -	*20 0 0	1835	- - - -	- - - -
Broughton - - - N.S. 4	- - - -	- - - -	4 17 4½	383 16 4
Broughton cum Bossington - N.S. 9	- - - -	- - - -	2 13 5½	257 9 4
Buriton - - - N.S. 4	45 0 0	1842	1 3 4½	- - - -
Burley - - - N.S. 10	228 0 0	1855	3 15 0½	463 17 4
Burley-Ville, Daily - - - Ch. of E. 7	*48 0 0	1836	- - - -	95 19 8
Bursledon - - - N.S. 8	*60 0 0	1837	2 1 1½	131 11 6
Calbourne (Isle of Wight) - N.S. 8	45 0 0	1849	- - - -	- - - -
Cancover (Brown) - - - N.S. 9	- - - -	- - - -	3 0 0	611 17 4
Carisbrooke (Isle of Wight) - N.S. 8	50 0 0	1843	3 18 1½	273 9 0
" - - - " - - -	22 1 0	1855	- - - -	- - - -
" - - - " - - -	80 0 0	1852	1 0 2	- - - -
Catherington, Girls - - - Ch. of E. 9	271 0 0	1861	- - - -	518 17 0
Catherington, Boys - - - N.S. 9	- - - -	- - - -	- - - -	19 17 0
Chilbolton - - - N.S. 9	35 0 0	1844	- - - -	180 0 10
Chillerton - - - N.S. 7	- - - -	- - - -	2 5 0½	329 7 2
Christ Church - - - N.S. 4	- - - -	- - - -	3 12 9½	48 15 0
Christ Church - - - P.U. 7	- - - -	- - - -	- - - -	69 9 0
Church Crookham - - - N.S. 5	- - - -	- - - -	- - - -	263 15 0
Church Oakley - - - N.S. 3	- - - -	- - - -	- - - -	- - - -
Colden Common - - - N.S. 6	97 0 0	1845	- - - -	- - - -
Colmere and Pryors Dean - N.S. 6	38 0 0	1843	0 13 10	2 10 0
Compton - - - N.S. 9	20 0 0	1841	2 1 8	90 0 0
Cowes, East - - - N.S. 4	*75 0 0	1836	7 1 2	153 17 0
Cowes, West - - - B.S. 4	*80 0 0	1838	- - - -	- - - -

a Scientific apparatus.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
HAMPSHIRE— <i>cont.</i>				
Cowes, West - - - N.S. 4	£ 41 0 0	1856	£ 9 12 9½	£ 614 2 4
" " " " - - - " - -	240 0 0	1861	- - -	- - -
Crabniton Industrial School - - - 10	327 0 0	1858	6 8 2½	255 15 0
" " " " - - - " - -	270 0 0	1858	- - -	- - -
" " " " - - - " - -	148 0 0	1859	- - -	- - -
Crawley " " " - - Par. 10	26 0 0	1859	- - -	244 0 0
Crondall, Endowed - - - N.S. 4	*52 0 0	1836	8 17 10½	226 4 0
Crondall, Girls - - - N.S. 4	- - -	- - -	- - -	11 5 0
Crookham Crondall - - - N.S. -	150 0 0	1844	- - -	- - -
" " " " - - - " - -	26 13 0	1859	- - -	- - -
Crux Easton " - - - N.S. -	60 0 0	1849	0 10 - 6	- - -
Curdridge - - - N.S. -	*30 0 0	1839	- - -	- - -
Dean, East - - - N.S. 4	107 0 0	1857	- - -	144 18 0
Dibden - - - N.S. 3	- - -	- - -	1 10 6½	70 15 0
Droxford - - - N.S. 1	- - -	- - -	2 10 0	43 5 0
Dummer - - - N.S. -	20 0 0	1847	- - -	- - -
Durley - - - N.S. 9	- - -	- - -	- - -	43 13 4
Easton - - - N.S. 9	- - -	- - -	- - -	29 0 0
Eling, North - - - N.S. 10	80 0 0	1844	- - -	21 0 0
" " " " - - - " - -	45 0 0	1854	- - -	- - -
Elson - - - N.S. 7	158 0 0	1850	5 14 0½	330 14 8
" " " " - - - " - -	76 16 0	1860	- - -	- - -
Elvetham (Lord Calthorpe's S.) - - 5	- - -	- - -	- - -	30 7 8
Emery Down - - - N.S. -	96 0 0	1859	- - -	- - -
Empshott - - - N.S. -	31 10 0	1854	- - -	- - -
Exbury - - - N.S. -	- - -	- - -	2 9 9	- - -
Fareham (Crocker Hill) National and Evening School - - - 8	61 0 0	1849	9 4 9½	1,142 16 4
Fareham, Funtley Branch - - - N.S. 8	- - -	- - -	- - -	4 5 0
Fareham - - - B.S. -	a*80 0 0	1836	- - -	- - -
Fareham, Infant School - - - -	100 0 0	1853	- - -	- - -
" " " " - - - -	5 13 0	1857	- - -	- - -
Farrington (near Alton) - - - N.S. 9	- - -	- - -	- - -	372 3 4
Fawley - - - N.S. 10	- - -	- - -	1 4 1½	79 12 4
Fordingbridge - - - N.S. 9	*115 0 0	1837	10 16 6½	975 16 0
Fordingbridge - - - B.S. 5	- - -	- - -	7 2 0½	750 15 4
Fratton - - - N.S. -	*62 10 0	1834	- - -	- - -
Freemantle - - - Ch. of E. 3	740 0 0	1857	10 8 0	323 19 0
Freshwater - - - N.S. 4	180 0 0	1856	6 8 10½	364 8 11
Godshill - - - Par. -	- - -	- - -	- - -	5 0 0
Gosport, St. Matthew's - - - N.S. 8	400 0 0	1845	19 10 5	1,335 11 6
Gosport (Preparatory Sch.) - - - N.S. 8	- - -	- - -	1 6 10½	168 19 2
Grateley - - - Ch. of E. -	40 0 0	1846	- - -	- - -
Hambleton - - - N.S. 7	226 0 0	1850	2 14 7½	68 6 0
Hamble-le-Rice - - - N.S. -	53 0 0	1843	- - -	- - -
Hamshire Reformatory - - - 9	- - -	- - -	- - -	585 2 9
Hannington - - - N.S. -	60 0 0	1845	- - -	- - -
Hartley Wespall - - - Ch. of E. 4	- - -	- - -	- - -	158 16 0
Hartley Wintney, Infant - - - N.S. -	70 0 0	1846	- - -	- - -
Hartley Wintney - - - Par. 9	5 16 4	1858	- - -	26 16 0
Havant - - - B.S. -	*75 0 0	1835	- - -	- - -
Havant and Bedhampton - - - N.S. 8	50 0 0	1847	7 10 11	562 6 2
" " " " - - - " - -	9 0 0	1852	- - -	- - -
" " " " - - - " - -	2 15 0	1854	- - -	- - -
" " " " - - - " - -	36 9 6	1858	- - -	- - -
Hawkey - - - Ch. of E. 8	- - -	- - -	- - -	2 12 0
Hawley - - - N.S. -	*50 0 0	1835	- - -	- - -
Hayling - - - Ch. of E. -	- - -	- - -	- - -	18 15 0
Headley - - - N.S. 10	*42 0 0	1839	2 3 4½	141 11 0
Headley Endowed School - - - -	22 0 0	1859	- - -	- - -
Helens, St. - - - N.S. -	333 18 0	1861	- - -	- - -
Holdenhurst - - - N.S. -	45 0 0	1845	- - -	- - -
Hook Common - - - N.S. 3	70 0 0	1843	2 11 8½	145 16 0
" " " " - - - " - -	14 0 0	1847	- - -	- - -
" " " " - - - " - -	51 3 8	1859	- - -	- - -
Hordle - - - N.S. -	348 18 3	1861	1 6 7½	- - -
Horndean - - - Ch. of E. 8	- - -	- - -	- - -	20 0 0
Hurstbourne Priors (Earl of Portsmouth's School) - - - 4	- - -	- - -	- - -	281 0 0
Hurstbourne Tarrant - - - N.S. -	150 0 0	1847	- - -	- - -

a Extinct.

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		Amount.	Date of Payment.		
HAMPSHIRE— <i>cont.</i>					
Hyde, St. Bartholomew's	N.S. 10	£ 70 0 0	1847	£ 19 8 9	£ 663 17 2
"	"	18 0 0	1849		
"	"	50 0 0	1855		
"	"	3 8 6	1856		
Kingsclere	Ch. S. 4	- - -	- - -	1 14 10½	17 0 0
Kingsclere, Boys, Free	Ch. of E.	279 4 0	1861		
Kingsley	N.S.	50 0 0	1852		
"	"	23 0 0	1854		
Kingston Cross, School of In-					
dustry	N.S. 10	*62 10 0	1834	- - -	8 0 0
Kingsworthy	N.S. 9	294 0 0	1859	2 1 8½	145 19 4
Longdown	N.S.	170 0 0	1860		
Longstock	N.S. 9	- - -	- - -	- - -	44 10 0
Lymington	N.S. 8	*150 0 0	1836	9 0 0½	862 17 4
Lymington	B.S. 5	- - -	- - -	- - -	196 8 0
Lyndhurst	N.S. 10	264 0 0	1850	9 13 10½	1,053 1 6
"	"	61 6 0	1853		
Lyss	N.S. 9	*30 0 0	1841	2 4 3	40 5 0
Martyr-Worthy	N.S.	170 0 0	1860	1 3 3½	
Medsted	N.S. 9	54 0 0	1848	2 5 10	13 6 8
Medine, East, Schoolmasters' Asso-					
ciation		- - -	- - -	0 15 0	
Meon, East	N.S. 10	184 0 0	1845	4 8 7½	282 4 0
"	"	35 0 0	1856		
"	"	4 8 9	1859		
Meon, West	N.S. 10	229 10 0	1853	2 2 0½	977 2 0
Meonstoke	N.S.	45 0 0	1842		
Milford	N.S. 7	37 10 0	1842	3 10 11½	325 6 8
Millbrook	Ch. of E. 3	- - -	- - -	4 15 9	251 13 8
Milton	N.S.	*50 0 0	1837	1 0 0	
"	"	41 16 0	1851		
Moordown	N.S. 9	- - -	- - -	- - -	1 0 0
Netley, St. Matthew's	N.S. 4	124 0 0	1856	- - -	173 11 0
Newport	N.S. 7	47 5 6	1859	15 4 8½	1,512 19 10
Newport	B.S.	*100 0 0	1837		
"	"	100 0 0	1846		
Newton Valence, Infant	N.S. 6	- - -	- - -	- - -	20 13 4
Newtown Soberton	N.S.	- - -	- - -	0 18 0½	
Newtown (near Droxford)	Ch. of E. 10	19 16 5	1857	0 18 8	175 5 0
Niton (I. of Wight)	N.S. 4	- - -	- - -	- - -	2 4 0
Northam Day School	3	- - -	- - -	- - -	401 10 0
Northam, Christ's Church	N.S.	800 0 0	1859	6 13 4	
Northwood	N.S. 4	- - -	- - -	7 1 5½	245 19 6
Oakfield, St. John's	N.S. 8	90 0 0	1846	8 9 4½	756 19 8
"	"	14 15 0	1849		
"	"	42 10 0	1852		
"	"	240 0 0	1856		
Odiham	N.S. 3	*120 0 0	1840	11 10 0	1,042 1 10
"	"	7 14 0	1852		
"	"	32 0 0	1853		
"	"	6 6 8	1857		
Overton	N.S. 4	*77 0 0	1839	- - -	41 6 0
"	"	306 0 0	1849		
Owslebury	N.S.	34 0 0	1841	1 5 4	
Petersfield	N.S. 9	*126 0 0	1837	15 6 6½	1,539 15 2
"	"	687 0 0	1855	10 0 0	
"	"	160 0 0	1859		
Petersfield	B.S. 5	- - -	- - -	4 12 6½	635 1 0
Pokesdown	N.S. 9	- - -	- - -	- - -	47 2 4
Porchester School	9	- - -	- - -	- - -	10 7 0
Portsea	R.C.	- - -	- - -	2 11 4	
Portsea, Beneficial Society's School	- 8	*140 0 0	1837	18 9 3	2,162 10 4
Portsea, Church Schoolmasters' Association		- - -	- - -	1 0 0½	
Portsea Island	P.U. 11	- - -	- - -	- - -	550 9 1
Portsea, All Saints'	N.S. 8	139 0 0	1847	27 2 4	2,844 15 8
"	"	30 0 0	1851		
"	"	107 10 0	1853		
"	"	45 0 0	1855		

*a* Scientific apparatus.

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HAMPSHIRE—cont.				
Portsea, Free - - - N.S.	£ s. d. 503 0 0	1856	£ s. d. 4 17 2	£ s. d.
Portsea Town, St. John's and Trinity - - - N.S. 8	470 0 0 13 6 8 100 0 0	1847 1850 1846	13 2 6½	1,445 10 2
Portsmouth " - - - N.S. 8	100 0 0	1846	11 2 9½	1,946 1 6
Portsmouth, Royal Victoria Infant School (Bath Square Point) - -	100 0 0 23 0 0	1845 1849		
Redbridge " - - - 3				14 16 8
Redhill, St. John's - - - N.S.	108 0 0	1847		
Ringwood - - - N.S. 9	360 0 0 125 0 0	1849 1851	20 16 6	1,660 9 0
Romsey - - - B.S. 6	218 0 0 86 0 0	1848 1854	8 3 6½	1,124 7 2
Romsey - - - N.S. 9	50 17 6 39 8 0 5 10 0	1854 1857 1858	22 12 4	1,449 19 7
Rownhams - - - N.S. 10				135 1 8
Rumbridge - - - N.S.	145 0 0	1845		
Ryde - - - N.S. 8	8 13 4 928 0 0	1850 1857	11 4 1½	1,152 14 4
Ryde - - - B.S.	207 0 0	1841		
Ryde, Trinity - - - N.S. 8				202 9 0
Sandown - - - N.S. 4	590 0 0	1857	6 16 9	237 4 0
Sarisbury - - - N.S. 9	62 0 0	1847		8 17 0
Selborne - - - N.S. 10	73 0 0	1844	1 10 7	391 3 4
Shalfleet - - - Ch. of E. 8	117 0 0	1851		228 8 0
Sherborne, St. John's - - - Ch. of E. 3				113 13 4
Sherfield, English - - - N.S.	60 0 0	1847	1 16 8	
Shidfield - - - N.S.			1 7 8	
Shirley - - - N.S. 10			9 4 0½	853 2 7
Sholing Common School - - - 10				47 8 0
Somborne, King's - - - N.S. 9	160 0 0 74 0 0	1842 1846	27 4 10½	2,231 11 4
" " - - - "	247 9 8	1857		
Southampton - - - B.S.	*65 0 0	1835		
" " - - - "	*150 0 0	1839		
Southampton - - - Wes. 4			3 2 6½	14 10 0
Southampton, All Saints' - - - N.S. 10	565 0 0	1850	17 4 2	1,442 4 10
Southampton (Bedford Place) - - - N.S. 10	*100 0 0	1836		16 5 0
Southampton (Charlotte Place) - - - N.S.	300 0 0	1856		
Southampton, Holy Trinity District - - - N.S. 10	700 0 0 43 10 0	1855 1857	14 0 1½	358 0 8
Southampton, Incorporation of the Poor - - - P.U. 10				84 0 0
Southampton, Ragged School (St. George's Place) - - -	268 15 0	1855		
Southampton, St. Luke's, New Town District - - - N.S. 10			6 5 0½	734 0 0
Southampton, St. Mary's (Grove Street) - - - N.S. 10	180 0 0 100 0 0 60 0 0 60 0 0 159 0 0	1841 1844 1854 1856 1859	29 4 1½ a9 19 0	2,051 17 0
" " - - - "				
Southampton, St. Mary's, Extra (Pear-tree Green) - - - N.S.	175 0 0 136 0 0 371 5 0	1850 1857 1853	2 18 0	
Southampton, St. Michael's - - - N.S.				
Southampton, St. Peter's - - - Ch. S. 10			2 10 0	121 0 0
Southsea, St. Jude's - - - N.S. 8	390 0 0	1852	9 1 8½	888 1 8
Southsea, St. Paul's - - - N.S. 10	316 10 0 50 0 0	1850 1852	7 1 6½	174 0 0
" " - - - "	32 0 0	1851		
Sparsholt - - - N.S. 3	45 0 0	1844		8 15 0
Steep - - - N.S.				
Stockbridge, Day and Evening - - - N.S. 10			3 17 6½	563 3 8
Stoneham (South), Portswood and Highfield - - - N.S. 9	156 0 0 112 13 8	1849 1858	7 7 0½	858 7 4
" " - - - "				

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HAMPSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Sutton (Bishop) - - - N.S. 10	294 6 0	1859	- - -	16 5 0
Sutton, Long - - - N.S. -	66 0 0	1849	- - -	- - -
Swanmore - - - N.S. -	- - -	- - -	1 9 6½	- - -
Sway - - - N.S. 4	50 0 0	1844	4 1 8¾	38 6 0
Timsbury - - - N.S. -	53 0 0	1848	0 16 8	- - -
Tisted, East - - - N.S. 9	- - -	- - -	1 1 8¼	199 13 4
Titchborne - - - N.S. 11	45 0 0	1844	1 0 1	312 0 0
Titchfield - - - N.S. 3	- - -	- - -	2 2 2½	18 6 0
Totton - - - B.S. -	*50 0 0	1834	- - -	- - -
Twyford - - - N.S. 9	45 0 0	1843	7 9 10½	760 6 10
" - - - " -	21 0 0	1855	- - -	- - -
" - - - " -	364 0 0	1861	- - -	- - -
Tytherley, East, Endowed Ch. of E. 4	- - -	- - -	- - -	190 0 0
Tytherley, West - - - N.S. 9	- - -	- - -	- - -	510 0 4
Upham - - - N.S. 6	47 0 0	1848	- - -	8 5 0
Ventnor - - - N.S. 4	939 12 0	1860	- - -	163 16 6
Wallop, Nether - - - N.S. 9	*46 0 0	1839	- - -	84 7 6
Wallop, Over - - - Ch.S. 7	- - -	- - -	1 8 4½	93 15 0
Waltham, Bishop's - - - N.S. 8	- - -	- - -	5 8 10½	881 3 4
Waltham, North - - - N.S. 7	35 0 0	1853	2 19 1½	45 9 8
Warblington and Emsworth - N.S. 7	*126 0 0	1839	3 16 3	549 2 0
" - - - " -	95 0 0	1846	- - -	- - -
" - - - " -	79 0 0	1853	- - -	- - -
" - - - " -	17 0 0	1855	- - -	- - -
Warnford Park - - - N.S. 7	- - -	- - -	- - -	84 11 8
Wellow - - - N.S. 9	- - -	- - -	- - -	129 8 0
Westend, St. James' - - - N.S. -	*72 0 0	1839	- - -	- - -
Weyhill - - - Ch. of E. 8	102 5 0	1856	- - -	8 16 8
Whippingham - - - N.S. 4	106 0 0	1851	3 15 0½	235 5 0
Whitechurch - - - N.S. 9	256 0 0	1846	2 14 2	456 19 8
" - - - " -	26 0 0	1855	- - -	- - -
Whitchurch - - - Wes. 3	- - -	- - -	3 0 0	33 0 0
Wickham - - - N.S. 4	- - -	- - -	2 2 1½	275 17 8
Wight, Isle of - - - P.U. 10	- - -	- - -	- - -	143 16 8
Winchester, Central - - - N.S. 9	- - -	- - -	15 14 5½	1,714 4 0
Winchester, St. John's - - - N.S. 9	376 0 0	1857	- - -	93 6 8
Winchester, St. Michael's, Practising - - - N.S. 10	90 0 0	1850	8 18 6½	898 17 2
" - - - " -	19 0 0	1856	- - -	- - -
" - - - " -	113 19 8	1857	- - -	- - -
" - - - " -	221 0 0	1858	- - -	- - -
Winchester, St. Peter's (Cheese- hill) - - - N.S. 10	70 0 0	1842	- - -	392 15 0
" - - - " -	55 0 0	1845	- - -	- - -
Winchester, St. Thomas' - - - N.S. 9	113 0 0	1848	14 15 4½	981 14 0
" - - - " -	62 0 0	1850	- - -	- - -
" - - - " -	25 0 0	1854	- - -	- - -
Winchester, Trinity (late St. Maurice's) - - - N.S. 10	145 0 0	1845	14 14 3	1,483 16 8
" - - - " -	84 0 0	1849	- - -	- - -
" - - - " -	43 6 6	1859	- - -	- - -
" - - - " -	31 10 0	1859	- - -	- - -
Wonston - - - Par. 4	- - -	- - -	- - -	215 1 4
Woodhay, East - - - N.S. 3	*50 0 0	1837	- - -	30 6 0
" - - - " -	46 0 0	1857	- - -	- - -
Woolton Hill - - - N.S. 9	80 0 0	1850	2 3 11½	538 14 10
Worling - - - N.S. 10	- - -	- - -	- - -	58 12 8
Worthing - - - N.S. -	- - -	- - -	1 18 4½	- - -
Wymering and Widley - - - N.S. 3	130 0 0	1849	- - -	149 0 0
Yarmouth (Isle of Wight) - N.S. 4	438 0 0	1855	3 14 1½	398 18 0
HEREFORDSHIRE.				
	£ s. d.		£ s. d.	£ s. d.
Almeley - - - N.S. 7	5 0 0	1850	3 3 9½	117 17 0
Ashperton and Canon Frome - N.S. 10	188 0 0	1855	1 10 1	94 16 0
Ballingham - - - N.S. -	- - -	- - -	1 6 8	- - -
Belmont, St. Michael's - - - R.C. 7	- - -	- - -	1 5 0	78 17 0
Birch, Little - - - Ch. of E. 8	- - -	- - -	- - -	14 7 11

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	Amount.	Date of Payment.		
HEREFORDSHIRE— <i>cont.</i>				
Bishopswood School - - - - -	8	- - - - -	- - - - -	74 15 0
Bosbury, Boys - - - - - N.S.	-	- - - - -	10 14 0½	700 2 6
Bosbury, Girls - - - - - N.S.	118 10 0	1849	1 13 4½	-
Brampton-Abbots - - - - - Ch. of E.	100 0 0	1858	-	-
Brampton Brian - - - - - N.S.	7	-	3 4 9½	188 16 4
Bridstow - - - - - N.S.	7	1849	3 0 5½	235 19 0
Bromyard, Girls - - - - - N.S.	11	1860	1 5 3½	122 11 8
Bromyard - - - - - B.S.	6	-	6 13 3	385 6 0
Caple, King's - - - - - N.S.	-	1843	-	-
Cleghonger - - - - - Ch. of E.	6	-	1 10 0½	95 12 10
Clifford - - - - - N.S.	-	1837	2 11 7½	-
Cowarne, Much, Central - - - - - N.S.	11	1859	-	34 16 2
Cradley - - - - - N.S.	11	1856	-	273 8 4
- - - - -	47 15 0	1860	-	-
Croft and Yarpole - - - - - N.S.	6	-	-	355 13 0
Dewchurch, Much - - - - - N.S.	8	-	-	86 5 0
Dilwyn - - - - - N.S.	7	1846	6 19 11½	500 10 4
- - - - -	-	1856	-	-
- - - - -	22 0 0	1840	-	-
Dynedor - - - - - N.S.	-	1840	-	-
Eardisley - - - - - N.S.	7	1857	-	72 2 0
Eastnor - - - - - Par.	10	-	-	87 7 6
Eaton-Bishop - - - - - N.S.	7	1844	-	117 6 0
- - - - -	-	1852	-	-
Ewyas Harold - - - - - N.S.	-	1846	-	-
Frome, Bishop - - - - - N.S.	10	1844	1 14 1½	124 18 0
- - - - -	-	1849	-	-
Goodrich - - - - - N.S.	8	1854	7 12 2½	415 4 0
- - - - -	-	1857	-	-
- - - - -	62 0 0	-	-	-
Haffield - - - - - N.S.	8	-	-	319 11 5
Hentland and Hoarwithy - - - - - Par.	7	-	1 17 6½	194 10 8
Hereford, Blue Coat School - - - - -	7	1857	5 8 0½	1,219 0 0
Hereford, St. Martin's - - - - - N.S.	8	1858	1 6 7½	269 9 0
Hereford, St. Nicholas - - - - - N.S.	6	-	1 9 8	63 3 4
Hereford, St. Peter's - - - - - N.S.	7	1839	-	29 0 0
- - - - -	-	1842	-	-
Hereford, Scudamore's Charity - - - - - N.S.	7	1854	7 15 1	1,085 17 0
- - - - -	-	1855	-	-
- - - - -	16 0 0	-	-	-
Holmer - - - - - N.S.	-	1860	-	-
Hope, Upper Hill - - - - - N.S.	10	1855	1 17 0½	80 13 0
Ivington, St. John's - - - - - N.S.	-	1850	1 0 4	-
Keitchurch, Endowed - - - - - N.S.	-	1847	-	-
Kingsland - - - - - N.S.	-	1847	-	-
Kingston and Thruxton - - - - - N.S.	-	1846	-	-
Kington - - - - - N.S.	8	1838	1 6 5½	401 8 8
Kinnersley - - - - - Ch. of E.	7	1861	-	9 19 0
Ledbury - - - - - N.S.	7	1851	-	300 15 0
Leintwardine, Endowed - - - - - N.S.	7	1848	7 12 3½	879 17 0
- - - - -	-	1851	-	-
- - - - -	11 4 4	-	-	-
- - - - -	52 0 0	1855	-	-
Leominster, Boys - - - - - B.S.	-	-	3 3 11½	185 17 8
Leominster, Girls - - - - - B.S.	-	-	2 6 4½	282 11 8
Leominster - - - - - N.S.	8	1858	6 9 0	418 18 8
Llangarren - - - - - Ch. of E.	-	1859	-	-
Llanwarne - - - - - Ch. of E.	-	1856	1 2 5½	-
Lugwardine - - - - - Ch. of E.	7	-	-	12 10 0
Madley - - - - - N.S.	7	1853	-	337 9 0
Mansel-Lacey - - - - - N.S.	7	1853	-	187 2 4
Marcle (Much) - - - - - N.S.	7	1853	5 15 4½	524 3 6
Monkland - - - - - N.S.	-	1854	-	-
Orcop - - - - - N.S.	10	1858	-	68 0 0
Orleton - - - - - N.S.	7	1855	2 0 0½	17 12 0
Rochford - - - - - N.S.	-	1859	-	-
Ross and Archenfield (Royal Victoria) - - - - - B.S.	4	1837	5 14 6½	423 5 0
- - - - -	-	1837	-	-
- - - - -	250 0 0	1840	-	-
- - - - -	100 0 0	1844	-	-
- - - - -	18 10 0	1855	-	-
Stoke Prior - - - - - N.S.	-	1849	-	-
- - - - -	33 10 0	-	-	-
- - - - -	16 15 0	1850	-	-

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HEREFORDSHIRE—cont.				
Stretton Sugwas - - - N.S.	230 18 0	1859		
Upton Bishop - - - N.S. 8	- - - -	- - - -	- - - -	14 8 4
Weobley - - - N.S. 7	179 0 0	1856	3 4 6	351 15 8
	90 0 0	1857		
Weonard's, Saint - - - N.S.	82 0 0	1847		
Whitbourne - - - Ch. of E.	164 0 0	1856		
Whitchurch - - - N.S. 11	318 0 0	1853	2 18 9½	106 2 8
Whitney - - - N.S.	42 0 0	1846		
Wigmore - - - N.S.	185 0 0	1861		
Wormbridge - - - N.S. 7	- - - -	- - - -	- - - -	2 11 0
HERTFORDSHIRE.				
Alban's, St. - - - N.S.	*50 0 0	1836		
	79 0 0	1848		
Alban's, St. - - - B.S. 5	- - - -	- - - -	1 6 4½	85 12 0
Alban's, St., St. Peter's - Ch. of E. 5	100 0 0	1851	4 10 9½	345 3 4
	68 0 0	1859		
Albury - - - Ch. of E. 6	- - - -	- - - -	3 10 4	223 3 4
Amwell, Great - - - N.S. 8	24 13 4	1858	2 15 0	847 11 10
Anstey - - - N.S.	111 4 0	1854	1 11 8	
Ardeley - - - N.S. 4	*40 0 0	1837	- - - -	19 8 0
" - - - "	30 0 0	1846		
" - - - "	169 0 0	1858		
Ashwell (New), School - - -	- - - -	- - - -	- - - -	14 15 0
Aspeden, Endowed - - - N.S. 6	60 15 11	1849	1 6 9½	36 18 4
Baldock - - - N.S.	*200 0 0	1834		
Baldock - - - B.S. 4	*60 0 0	1839	1 7 10	168 16 0
	46 0 0	1858		
Barham Wood - - - B.S. 3	- - - -	- - - -	- - - -	25 11 8
Barley - - - N.S. 4	- - - -	- - - -	- - - -	248 14 0
Barnet, Chipping - - - N.S.	60 0 0	1846		
Bayford - - - N.S. 2	45 0 0	1857	- - - -	176 5 8
Bengeo - - - N.S. 7	112 10 0	1850	6 15 11	732 7 6
" - - - "	50 0 0	1856		
" - - - "	334 4 0	1861		
Bennington - - - N.S.	45 0 0	1843		
Berkhamstead, and North Church Day and Evening School - - - 5	*100 0 0	1838	1 10 8½	660 6 8
	140 0 0	1859		
Berkhamstead, Great - - - B.S.	*130 0 0	1834		
Boxmoor - - - N.S. 5	75 0 0	1842	2 6 5	203 1 8
	13 2 9	1861		
Bramfield - - - N.S. 3	- - - -	- - - -	- - - -	58 18 4
Breachwood Green - - - N.S.	195 0 0	1860		
Broxbourne Bury - - - Ch. of E. 6	- - - -	- - - -	3 8 4½	116 6 8
Broxbourne, Free - - - N.S. 6	- - - -	- - - -	2 10 0	135 7 0
Buckland - - - N.S. 5	80 0 0	1848	1 1 3½	33 15 0
Buntingford - - - N.S. 7	100 0 0	1845	1 7 0½	523 8 0
" - - - "	2 18 4	1849		
" - - - "	17 10 0	1856		
Burnham Green - - - N.S.	50 0 0	1843		
Bushey - - - B.S. 12	125 0 0	1846	6 13 3½	769 16 8
	47 14 0	1848		
" - - - B.S. 4	264 0 0	1858	3 4 5½	221 5 8
Cheshunt - - - N.S. 5	- - - -	- - - -	- - - -	175 10 0
Cheshunt, Vicarage, Girls - - - N.S. 5	- - - -	- - - -	- - - -	263 3 4
Cheshunt, Vicarage, Infants - - - N.S. 5	- - - -	- - - -	- - - -	171 15 0
Cheshunt (Dewhurst's) Charity S. - - - N.S. 6	50 10 0	1843	6 12 10½	
Chipperfield - - - Ch. of E. 3	163 0 0	1860	- - - -	11 2 6
Clothall - - - N.S. 6	850 0 0	1858	6 10 0½	290 10 0
Codicote - - - N.S. 7	- - - -	- - - -	4 12 0½	738 7 0
Colney, St. Peter's - - - N.S.	- - - -	- - - -	1 5 2	
Cromer Hyde - - - N.S.	- - - -	- - - -	- - - -	93 2 6
Datchworth - - - N.S. 6	- - - -	- - - -	- - - -	144 3 0
Flamstead - - - N.S. 4	- - - -	- - - -	- - - -	243 2 0
Frogmoor End - - - Ch. of E. 5	539 14 0	1857	5 0 0½	
Gaddesdon, Great - - - N.S.	181 16 0	1857		
Hadham, Much - - - N.S. 4	- - - -	- - - -	1 16 3½	287 17 8



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HERTFORDSHIRE— <i>cont.</i>				
Hadham, Little - - - B.S.	£ 40 0 0	1836	£ - - -	£ - - -
Harpenden - - - N.S. 6	- - -	- - -	- - -	79 5 0
Harpenden, Boys - - - B.S. 2	- - -	- - -	- - -	73 11 4
Harpenden, Infants - - - B.S. 2	105 0 0	1851	3 3 7	78 10 0
	11 1 6	1861	- - -	- - -
Hatfield (Bishop's) - - - N.S. 8	- - -	- - -	10 5 11½	1,477 3 0
Hempstead, Hemel, Boys & Girls N.S. 6	- - -	- - -	- - -	437 10 10
Hempstead, Hemel, Royal - B.S. 4	*150 0 0	1834	3 18 5	119 8 0
Hempstead, Hemel, Infants Ch. of E. 6	843 10 0	1856	6 15 0½	49 15 0
Hertford, Abel Smith's Memorial N.S.	512 0 0	1861	- - -	- - -
Hertford, All Saints', and In- dustrial - - - N.S. 6	40 0 0	1851	1 10 4½	263 0 4
	48 10 0	1852	- - -	- - -
Hertford (Cowper's Testimonial) "	- - -	- - -	- - -	- - -
	Ch. of E. 7	84 0 0	1860	17 2 4½
Hertford, Green Coat, Endowed N.S. 6	- - -	- - -	1 9 1½	1,371 9 0
Hertford Heath - - - N.S. 4	*75 0 0	1838	- - -	150 1 0
	41 12 0	1859	- - -	98 16 8
Hertford, St. Andrew's - - - N.S. 4	- - -	- - -	- - -	- - -
Hertingfordbury - - - Ch. of E. 8	- - -	- - -	1 2 8½	82 5 0
High-Cross - - - N.S. 7	- - -	- - -	1 10 5½	673 10 10
Hitchin - - - B.S. 5	*175 0 0	1838	26 17 3½	368 7 6
	200 0 0	1854	- - -	1,099 0 10
Hitchin, Girls and Infants - B.S. 5	1,055 0 0	1859	- - -	- - -
Hitchin, St. Andrew's - - - N.S. 3	300 0 0	1854	- - -	206 1 8
Hitchin, St. Mary's - - - N.S. 7	1,540 0 0	1855	7 6 3	910 0 8
Hoddesdon, Boys, Girls & Infnts. - N.S. 2	125 0 0	1844	1 14 8½	291 10 2
	55 0 0	1845	- - -	- - -
Hoddesdon - - - B.S. 6	- - -	- - -	3 12 2½	220 9 2
Hoddesdon, Easter Jones' Charity - - - Ch. of E.	279 0 0	1858	- - -	- - -
Hormead, Great - - - N.S. 100 0 0	1845	2 10 0	- - -	- - -
Hunsdon - - - Ch. of E. 5	- - -	- - -	- - -	166 16 0
Ickleford - - - N.S. 8	*50 0 0	1839	3 11 2½	606 12 8
	201 0 0	1849	- - -	- - -
Ippolyts, Saint - - - N.S. 7	106 0 0	1847	3 13 8	557 8 10
" " - - - N.S. 7	14 15 0	1854	- - -	- - -
" " - - - N.S. 7	17 0 0	1855	- - -	- - -
Kelshall - - - Ch. of E. 3	- - -	- - -	- - -	120 11 8
Kensworth - - - N.S. 7	150 0 0	1853	2 2 8½	57 13 8
Kimpton - - - Par. 4	540 0 0	1856	3 13 0½	23 10 0
Langley, Abbott's - - - N.S. 8	60 0 0	1845	5 13 8½	853 18 6
" " - - - " 50 0 0	1848	- - -	- - -	- - -
" " - - - " 10 0 0	1849	- - -	- - -	- - -
" " - - - " 246 0 0	1854	- - -	- - -	- - -
" " - - - " 14 0 0	1855	- - -	- - -	- - -
" " - - - " 88 18 0	1861	- - -	- - -	- - -
Langley, King's - - - N.S. 7	*66 0 0	1838	- - -	41 18 0
" " - - - " 127 0 0	1858	- - -	- - -	- - -
Leavesden - - - N.S. 40 0 0	1843	- - -	- - -	- - -
Mimms, North - - - N.S. 7	- - -	- - -	7 5 11½	417 3 0
Munden, Great - - - N.S. 7	60 0 0	1846	- - -	52 9 0
	15 0 0	1847	- - -	- - -
Northaw - - - N.S. 12	124 0 0	1851	- - -	11 7 0
Northchurch, Infants - - - N.S. 5	- - -	- - -	- - -	25 5 0
Pelham, Brent - - - N.S. 50 0 0	1846	- - -	- - -	- - -
Pelham, Furneux - - - N.S. 6	50 0 0	1843	1 7 7½	97 16 4
	15 0 0	1855	- - -	- - -
Pirton - - - N.S. 7	74 0 0	1841	4 2 3½	10 5 0
" " - - - " 15 13 10	1854	- - -	- - -	- - -
" " - - - " 30 10 0	1858	- - -	- - -	- - -
Potten End - - - S. - - -	- - -	- - -	- - -	3 6 8
Redbourn - - - N.S. 6	199 0 0	1858	- - -	17 16 8
Rickmansworth - - - N.S. 7	233 0 0	1850	9 10 0½	158 8 0
Royston - - - N.S. 7	27 0 0	1855	3 6 5½	568 17 0
Royston - - - B.S. 4	75 0 0	1840	2 0 0	70 0 0
Sandon - - - N.S. 3	*40 0 0	1837	- - -	28 15 0
" " - - - " 30 0 0	1846	- - -	- - -	- - -
" " - - - " 38 15 0	1859	- - -	- - -	- - -
" " - - - " 17 10 0	1860	- - -	- - -	- - -

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HERTFORDSHIRE—cont.				
Sawbridgeworth - - - N.S. 3	£ s. d.		£ s. d.	£ s. d.
Sheney - - - N.S. 7	52 0 0	1842	6 6 10½	269 1 10
" - - - "	7 0 0	1848		624 17 0
" - - - "	70 0 0	1854		
" - - - "	223 0 0	1860		
Stevenage - - - N.S. *	*92 0 0	1834	2 2 0	
" - - - "	46 0 0	1851		
" - - - "	41 0 0	1851		
Stortford, Bishop's, Practising School - - - - - 6	433 0 0	1859	3 0 0	297 6 4
Stortford, Bishop's - - - N.S. 6	- - - -	- - - -	- - - -	150 16 4
Stortford, Bishop's, New Town - N.S. 6	- - - -	- - - -	- - - -	25 8 4
Stortford, Bishop's - - - B.S. 4	150 0 0	1840	4 3 4½	408 5 0
" - - - "	100 0 0	1847		
" - - - "	44 0 0	1856		
" - - - "	23 13 9	1860		
Therfield - - - N.S. 3	128 0 0	1856	- - - -	138 15 4
Tring - - - N.S. 5	182 0 0	1843	2 9 10	41 16 0
Wadsmill, Infants - - - N.S. 10	- - - -	- - - -	- - - -	10 0 0
Walden, St. Paul's - - - Ch. of E. 6	- - - -	- - - -	- - - -	16 3 4
Walkern - - - N.S. 7	13 0 0	1857	- - - -	459 12 8
Ware - - - N.S. *	490 0 0	1844	- - - -	
Ware, Ch. Ch. - - - N.S. 6	- - - -	- - - -	- - - -	97 0 6
Ware - - - B.S. *	*75 0 0	1839	- - - -	
Watford - - - N.S. 6	*60 0 0	1838	12 14 6½	531 10 6
" - - - "	130 0 0	1842		
Watford Heath - - - Ch. of E. *	82 0 0	1855		
Watton - - - N.S. 3	- - - -	- - - -	4 0 10	177 1 8
Welwyn - - - N.S. 4	957 0 0	1859	8 1 3½	180 8 8
Westmill - - - N.S. 6	- - - -	- - - -	- - - -	14 11 0
Weston - - - N.S. 5	- - - -	- - - -	5 9 2	405 0 6
Willian - - - N.S. 5	25 0 0	1842	- - - -	11 7 4
" - - - "	20 0 0	1844		
" - - - "	20 0 0	1848		
Wilstone - - - N.S. *	100 0 0	1847		
Woodhill - - - N.S. 8	350 0 0	1858	5 7 5	791 19 2
Wymondley, Great - - - N.S. *	60 0 0	1848	20 0 0	
HUNTINGDONSHIRE.				
Abbotsley - - - N.S. *	42 0 0	1845	- - - -	
Alconbury - - - N.S. *	75 0 0	1842	- - - -	
Alwalton (Earl Fitzwilliam's) - N.S. 7	- - - -	- - - -	- - - -	324 7 8
Bluntisham - - - N.S. *	15 0 0	1850	- - - -	
" - - - "	32 0 0	1856	- - - -	
Brampton - - - Ch. of E. 4	- - - -	- - - -	14 10 7	855 4 2
Broughton - - - N.S. *	60 0 0	1844	- - - -	
Bythorn - - - N.S. 4	204 0 0	1860	- - - -	5 0 0
Catworth, Great - - - N.S. *	42 0 0	1845	- - - -	
Earith - - - B.S. 2	100 0 0	1840	4 6 8½	178 3 0
Farcet - - - N.S. *	60 0 0	1848	1 19 9	
Fen-Stanton, New - - - N.S. 3	144 0 0	1847	5 2 7½	525 14 8
Fen-Stanton - - - B.S. b	- - - -	- - - -	1 15 10½	66 11 0
Fletton, New - - - B.S. *	364 10 0	1856	- - - -	
Godmanchester, Girls - - - N.S. 2	- - - -	- - - -	- - - -	1 5 0
Hemingford Grey - - - N.S. 3	- - - -	- - - -	- - - -	19 9 0
Holme - - - Ch. of E. 3	- - - -	- - - -	- - - -	147 3 0
Huntingdon, Boys - - - N.S. 3	32 0 0	1855	7 17 7½	262 13 4
Huntingdon, St. Mary's, Girls and Infants - - - N.S. 4	83 0 0	1855	- - - -	250 7 0
Huntingdon, Walden's Charity - N.S. 4	- - - -	- - - -	- - - -	71 5 0
Ives, Saint - - - N.S. 3	250 0 0	1845	6 0 0	1,124 9 8
" - - - "	80 0 0	1846		
" - - - "	18 0 0	1851		
" - - - "	46 0 0	1853		
Ives, Saint - - - B.S. 3	- - - -	- - - -	3 0 1	522 7 8
Kimbolton - - - N.S. 3	- - - -	- - - -	2 1 8½	71 14 0

a Scientific apparatus.

b Merged into Fen-Stanton, N.S.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
HUNTINGDONSHIRE—cont.					
Neots, Saint, Boys' Free Charity N.S.	3	£ 44 0 0	1855	£ 1 13 6½	731 16 8
Neots, Saint, Free Charity, Girls "		206 12 0	1860	a8 1 4	
and Infants - N.S.	3	146 0 0	1842	17 6 0	
" - " - B.S.	2	20 4 4	1857		
Neots, Saint - Wes.	2	684 0 0	1859	2 9 5	11 5 0
Offord-Cluney - N.S.		48 0 0	1847	16 7 8½	892 17 4
" - " - "		23 10 0	1850		
" - " - "		18 0 0	1856		
Orton Longville - Ch. of E.	3	172 16 0	1854	1 13 4½	53 12 0
Orton Waterville - N.S.		63 0 0	1850	1 5 4½	
Ramsey - Wes.	3			3 4 6½	217 4 8
Ripton, King's - N.S.		40 0 0	1845		
Sawtrey - N.S.		57 0 0	1841		
" - " - "		35 0 0	1844		
Sawtrey - Wes.	12			2 10 4½	9 0 0
Spaldwick - N.S.		60 0 0	1847		
Stanground - N.S.	3	65 0 0	1846	1 1 6	91 10 0
Stilton - N.S.	4	75 0 0	1846	1 3 8	76 10 0
" - " - "		70 0 0	1859		
Stukeley, Great - N.S.		45 0 0	1845		
Thurning - N.S.		26 10 0	1843		
Warboys - N.S.	3				583 12 8
Weston, Old - N.S.	2	50 0 0	1844	0 7 8	1 5 0
Wistow - N.S.		50 0 0	1842		
Woodhurst - N.S.		42 0 0	1843		
" - " - "		40 0 0	1845		
" - " - "		12 0 0	1846		
" - " - "		8 0 0	1858		
Woodhurst - B.S.	3				126 8 4
Wood-Walton - Ch. of E.		126 0 0	1861		
Yaxley, Endowed School - "		128 0 0	1849		
KENT.					
Appledore and Ebony - N.S.	7	126 0 0	1848	- - -	19 13 0
" - " - "		21 19 0	1856		
" - " - "		5 0 0	1859		
Ashford - N.S.	7	206 0 0	1843	37 3 4½	2,271 4 5
" - " - "		30 0 0	1851		
" - " - "		47 0 0	1855		
" - " - "		42 4 0	1856		
" - " - "		11 0 0	1856		
" - " - "		17 10 0	1857		
" - " - "		109 0 0	1858		
Ashford - B.S.	8			11 11 4	875 4 0
Ashford, South-Eastern Rail- way Co.'s - N.S.	7			14 10 6½	514 10 0
Aylesford, Educational Society's N.S.	7	5 18 8	1857	a10 0 0	
Aylesford, Preston Hall, Inf. Ch. of E.	7			2 4 7½	219 10 5
Bapchild and Tonge - N.S.	7	137 12 6	1854	4 9 4½	172 7 8
Barham - N.S.	7	486 0 0	1858	7 19 0½	270 19 8
Basinghall, Infant School - "	5				814 19 4
Barming - N.S.		50 0 0	1842	1 10 0	258 6 4
" - " - "		265 0 0	1856		
Bearstead - N.S.	7	125 0 0	1848	4 14 1½	306 13 10
Beckenham - N.S.	7	400 0 0	1858	3 19 2½	608 16 5
Benenden, Industrial - Ch. of E.		303 0 0	1861		
Bethersden - N.S.		175 0 0	1851	4 16 8½	32 10 0
" - " - "		7 1 4	1854		
Boxley - N.S.	7	*160 0 0	1837	3 1 5	223 6 8
" - " - "		70 0 0	1845		
Bidborough - N.S.		178 0 0	1855		
Biddenden - N.S.		162 0 0	1849		
Birchington - N.S.		129 5 0	1840		
Blackheath, All Saints', Girls - N.S.	9				37 8 4

a Scientific apparatus.



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		Amount.	Date of Payment.		
KENT—cont.		£ s. d.		£ s. d.	£ s. d.
Blackheath, All Saints', Infants	N.S. 9	- - -	- - -	- - -	21 16 8
Blackheath Park	N.S. 3	- - -	- - -	1 3 4	25 9 0
Blackheath, St. John's	Ch. of E.	- - -	- - -	- - -	19 8 4
Borden	N.S. 7	182 0 0	1849	3 0 0	186 10 6
		18 10 0	1859		
Boughton-under-Blean	N.S.	100 0 0	1852		
		150 0 0	1853		
Boughton Malherbe	N.S.	100 0 0	1847	3 17 1½	15 8 4
Boughton Monchelsea	N.S. 7	114 0 0	1851	1 10 1	270 18 0
Boxley	N.S. 7	121 0 0	1846	3 3 5½	753 11 7
Brabourne	N.S.	102 0 0	1846	8 6 2½	186 17 7
Breasted	N.S. 12	370 0 0	1860	2 19 11½	9 14 0
Brenchley	N.S. 7	116 10 0	1842	10 10 1½	567 15 6
		120 0 0	1860		
Brenzett	N.S. 7	100 0 0	1852	- - -	118 4 0
Broadstairs	N.S. 7	*145 0 0	1837	10 8 5½	355 1 7
Bromley	N.S. 12	1,100 0 0	1855	7 17 1½	684 15 4
Bromley Common	N.S.	202 0 0	1847	1 11 1½	154 0 4
Brompton	N.S. 3	303 15 0	1851	11 17 0½	1,444 4 10
"	"	120 0 0	1856		
"	"	22 10 0	1859		
Brompton, St. Michael's	R.C. 5	- - -	- - -	- - -	32 0 0
Buckland (Dover)	N.S.	a54 0 0	1842		
		a27 0 0	1844		
Buckland (Dover)	N.S. 12	540 0 0	1859	5 5 11	121 2 4
Canterbury	B.S.	173 10 0	1841		
"	"	120 0 0	1846		
Canterbury (Broad Street), Model	N.S. 7	720 0 0	1848	24 11 9½	2,307 14 6
Canterbury, St. Dunstan's	N.S. 7	- - -	- - -	- - -	72 6 8
Canterbury, St. Martin's and St. Paul's	N.S. 7	80 0 0	1845	5 8 1	657 19 2
Canterbury, St. Mildred's	N.S. 7	400 0 0	1855	9 7 0½	643 18 7
Canterbury, St. George the Martyr's and St. Mary Magdalene's	N.S. 7	100 0 0	1854	2 1 8	226 16 3
Charing	N.S. 7	- - -	- - -	3 19 11½	605 11 8
Charlton by Dover	N.S. 12	25 6 6	1861	2 9 0	10 5 0
Charlton, near Woolwich	N.S. 9	- - -	- - -	3 2 8½	227 17 4
Chart, Great	N.S. 7	72 0 0	1846	- - -	41 16 8
Chatham, James Street	N.S.	b-	- - -	- - -	191 10 0
Chatham, St. John's	N.S. 3	390 0 0	1859	2 16 0	625 11 10
Chatham, St. Mary's	N.S. 3	740 0 0	1861	2 10 4½	173 10 0
Chatham, St. Paul's	N.S. 3	733 0 0	1857	4 17 2½	242 3 0
Cheriton and Newington	N.S.	125 0 0	1848		
		40 0 0	1849		
Chiddingstone	N.S. 6	98 0 0	1841	2 8 5½	50 19 0
Chilham	N.S. 8	- - -	- - -	- - -	12 1 0
Chislehurst	N.S. 6	- - -	- - -	3 1 5	231 18 4
Cliffe	N.S. 3	200 0 0	1854	1 17 9	75 7 6
Cranbrook	N.S. 5	183 0 0	1844	3 5 6½	321 4 6
"	"	17 0 0	1846		
"	"	56 0 0	1859		
Cranbrook, Milkhouse Street (Holy Trinity District), Sunday and Infant	N.S.	76 0 0	1841		
		20 0 0	1847		
Cray (Paul's)	N.S.	*30 0 0	1839		
Crayford	N.S. 5	285 0 0	1858	4 17 5	416 0 2
Crockenhill	N.S. 5	229 10 0	1857	2 10 0½	162 18 4
Crockham	Ch. of E. 6	- - -	- - -	1 12 6½	109 18 4
Cudham	N.S.	101 5 0	1852	2 1 10½	47 8 0
Cuxton	N.S. 3	92 0 0	1850	1 16 0½	170 5 7
"	"	9 6 8	1855		
"	"	29 0 0	1857		
Dartford	N.S. 5	- - -	- - -	2 8 0½	223 1 0
Dartford, Boys	Wes. 5	- - -	- - -	15 4 4½	534 15 4
Dartford Waterside, Girls	Wes. 5	- - -	- - -	- - -	497 15 0
Deal	N.S. 12	- - -	- - -	- - -	667 11 4
Deal, Infant	N.S.	- - -	- - -	6 10 9½	239 12 8

a School sold for burial purposes, and a new one built on another site.

b School no longer exists.

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		Amount.	Date of Payment.		
KENT—cont.					
		£ s. d.		£ s. d.	£ s. d.
Deal, Parochial	12	422 16 8	1853	16 6 10½	731 10 8
Deal	Wes. 4	673 4 0	1861	16 13 0	672 11 0
Deptford	N.S.	20 0 0	1844	1 11 10	
Deptford	R.C.	-	-	2 17 6½	83 0 0
Deptford, St. John's	N.S. 5	1,002 0 0	1856	21 5 3¼	1,294 16 9
		522 14 0	1857	13 16 8	
Deptford, New Street	B.S. 3	110 0 0	1841	2 15 10½	49 3 4
Deptford, St. Nicholas'	N.S.	*50 0 0	1835	2 2 1½	
Detling	N.S. 7	163 4 0	1856	2 1 8	80 6 0
Ditton	Ch. of E. 7	-	-	-	46 12 0
Dover	B.S. 8	*437 0 0	1835	12 13 6½	869 18 10
"	"	32 0 0	1854	-	
"	"	15 15 0	1857	-	
"	"	7 0 0	1858	-	
Dover, East Cliff	N.S.	-	-	1 12 1½	75 3 4
Dover, St. James', Infant and Evening	N.S. 12	-	-	3 2 6	40 3 4
Dover, Holy Trinity	N.S. 12	148 0 0	1847	7 18 5	392 10 10
	"	42 15 5	1853	-	
Dover, Home for Young Women		-	-	-	226 14 6
Dourie	N.S. 6	-	-	-	128 1 0
Dunkirk	N.S. 7	-	-	3 13 4	16 18 4
Dunstan's, Saint (near Can- terbury)	N.S.	177 0 0	1857	-	
		170 0 0	1861	-	
Eastry	N.S.	333 0 0	1860	1 12 1½	
Edenbridge	N.S. 9	200 0 0	1854	1 13 4	72 15 0
Edenbridge	B.S. 7	-	-	2 10 0	191 8 0
Egerton, St. James'	N.S. 7	125 0 0	1846	3 13 4½	105 1 0
		9 12 0	1857	-	
Elham	N.S. 5	60 0 0	1845	4 1 0	347 9 10
Elham	B.S. 8	-	-	4 17 2¼	299 5 8
Eltham	N.S. 9	40 0 0	1841	31 0 4½	523 3 0
		136 15 0	1853	-	
Erith	N.S.	106 0 0	1850	-	
		38 0 0	1851	-	
Eynsford	N.S. 5	*70 0 0	1836	3 4 0½	70 8 0
Farleigh, East	N.S. 7	*34 0 0	1839	5 5 9	771 17 6
"	"	120 0 0	1840	-	
"	"	145 0 0	1856	-	
Farleigh, West	N.S. 7	-	-	1 8 8	37 6 0
Faversham District	N.S. 7	-	-	26 17 5½	2,376 6 1
Faversham	B.S. 8	-	-	11 16 11½	934 19 2
Fawkham, Hartley and Longfield	N.S.	35 0 0	1841	-	
Folkestone	B.S. 8	162 0 0	1840	9 9 5½	1,475 0 0
"	"	13 7 4	1853	-	
"	"	11 5 4	1853	-	
"	"	75 0 0	1856	-	
Folkestone, Ch. Ch., Infants	N.S. 11	94 0 0	1852	4 10 11½	267 14 2
Folkestone, St. Mary and St. Eanswith's	N.S. 12	551 12 6	1855	10 17 2	764 15 8
		9 15 0	1859	-	
Forest Hill, Christ Ch.	N.S. 3	916 0 0	1859	5 0 0	86 13 4
Frittenden	N.S. 7	65 0 0	1843	-	160 14 0
Garlinge, St. James'	N.S.	169 0 0	1855	-	8 15 0
Godmersham	N.S. 7	-	-	-	4 5 0
Goodnestone	Par. 7	-	-	-	317 12 0
Gravesend and Milton	N.S. 3	*490 0 0	1836	9 12 1½	1,394 14 10
"	"	100 0 0	1849	-	
Gravesend, Princes Street	B.S. 6	-	-	-	757 5 8
Gravesend and Milton, Peacock Street	B.S. 6	-	-	6 17 1	756 12 8
Gravesend, St. George's and St. James'	N.S.	200 0 0	1855	-	
Greenhithe, Galley Hill	B.S. 3	-	-	-	52 12 0
Green Street Green	Ch. of E. 12	42 10 0	1852	2 1 0	15 13 4
Greenwich	N.S.	*83 0 0	1837	-	
Greenwich, Central or West, Infant S.	7	-	-	-	106 9 4
Greenwich	P.U.	-	-	-	66 10 0
Greenwich and Deptford Female Home	-	-	-	-	70 3 10

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KENT—cont.				
Greenwich, George St. - Wes. 11	£ s. d.		£ s. d.	£ s. d.
Greenwich, East Branch, Sunday and Infant School - 6	200 0 0	1844	1 14 2½	21 13 4
Greenwich (Croom's Hill), St. Ann's - R.C.	- - -	- - -	1 19 11	367 12 1
Greenwich, Holy Trinity (Maidenstone Hill) - N.S. 12	320 0 0	1847	- - -	47 0 0
" " - " - " - N.S. 12	253 0 0	1854	16 0 3¼	1,333 13 8
" " - " - " - N.S. 12	120 0 0	1860	- - -	- - -
Greenwich Reformatory	- - -	- - -	- - -	200 9 4
Greenwich, Roan's Charity (East Branch), Grey Coat School - 6	- - -	- - -	2 5 5½	365 10 0
Greenwich, Roan's Charity (West Branch), Grey Coat School - 6	- - -	- - -	- - -	433 8 4
Groombridge - N.S. 5	221 10 0	1859	2 18 4	4 16 8
Hadlow - N.S. 5	437 0 0	1849	1 12 3¼	127 12 8
Harbledown - N.S. 5	111 10 0	1854	- - -	- - -
Hardres, Lower - N.S. 5	38 0 0	1847	- - -	- - -
Harrietsham - Ch. of E. 7	90 0 0	1845	3 14 4½	407 17 3
Hawkhurst - N.S. 5	41 9 0	1855	3 3 6	636 0 10
" " - N.S. 5	41 10 0	1857	- - -	- - -
Hayes - N.S. 12	- - -	- - -	2 5 10½	49 12 0
Headcorn - N.S. 12	- - -	- - -	1 8 0	- - -
Herne Bay - Ch. of E. 7	- - -	- - -	- - -	75 0 0
Higham - N.S. 3	120 0 0	1848	5 16 10	490 18 9
" " - N.S. 3	54 0 0	1855	- - -	- - -
Hildenborough - N.S. 3	126 0 0	1848	- - -	- - -
Hoo - N.S. 3	*75 0 0	1839	1 6 11	- - -
Horton Kirby - N.S. 3	170 0 0	1858	- - -	- - -
Hougham, Christ Ch. - N.S. 12	300 0 0	1848	8 15 7½	427 11 0
Hythe - N.S. 7	400 0 0	1852	10 9 7½	1,544 3 1
" " - N.S. 7	- - -	- - -	26 13 4	- - -
Ightham - N.S. 7	- - -	- - -	5 2 4	568 8 6
Keston - N.S. 12	212 8 0	1856	- - -	55 3 0
Kingsdown - Par. 12	12 18 11	1856	1 9 0	130 1 8
" " - N.S. 12	5 0 0	1858	- - -	- - -
Knockholt - N.S. 12	362 0 0	1857	2 8 4	56 10 0
Lamberhurst - N.S. 12	*43 0 0	1835	- - -	8 12 3
" " - N.S. 12	*16 0 0	1836	- - -	- - -
Larkfield - N.S. 7	197 0 0	1858	3 2 9	170 10 0
Lawrence (St.), Trinity - Ch. of E. 7	446 0 0	1859	4 3 4	13 7 0
Lee - N.S. 9	- - -	- - -	10 4 8	1,574 19 0
Lee Chapel, Girls - B.S. 2	- - -	- - -	2 1 8	2 10 0
Lee, Boys - B.S. 2	- - -	- - -	2 1 1½	31 0 4
Leeds School - N.S. 7	- - -	- - -	- - -	39 15 0
Lenham - N.S. 12	105 0 0	1851	5 7 7½	- - -
Lewisham Bridge - B.S. 12	- - -	- - -	6 14 8½	390 0 8
Lewisham, St. Mary's - N.S. 12	265 0 0	1857	8 18 4½	427 3 4
" " - " - " - N.S. 12	145 0 0	1860	- - -	- - -
" " - " - " - N.S. 12	290 0 0	1861	- - -	- - -
Loose - N.S. 7	96 0 0	1843	1 17 9	280 18 0
Luton (near Chatham) - N.S. 3	60 0 0	1847	5 6 10½	241 14 4
" " - N.S. 3	200 0 0	1860	- - -	- - -
Lydd - N.S. 7	200 0 0	1850	3 17 7½	332 16 0
Lyminge, Endowed - N.S. 7	136 0 0	1850	1 15 7½	173 0 0
Maidstone - P.U. 7	- - -	- - -	- - -	39 11 8
Maidstone, All Saints' - N.S. 7	- - -	- - -	17 6 7½	2,258 3 5
Maidstone Heath - N.S. 7	177 15 0	1857	- - -	146 9 8
Maidstone, St. Paul's - N.S. 7	630 0 0	1859	6 18 6	365 0 0
Maidstone, St. Peter's - N.S. 7	200 0 0	1848	- - -	244 7 4
Maidstone, Trinity, Model - N.S. 7	480 0 0	1842	22 6 10	2,513 18 11
Malling, East - N.S. 7	187 10 0	1850	8 19 6½	430 0 2
Malling, West, End, B. & G. - N.S. 7	12 6 8	1852	2 14 2½	651 9 8
" " - " - " - N.S. 7	260 0 0	1859	- - -	- - -
Malling, North, Deanery, Church Schoolmasters' Association -	- - -	- - -	1 10 1	- - -
Marden - N.S. 9	553 0 0	1861	4 5 4½	148 7 4
Margaret, St. (at Cliffe) - N.S. 2	40 0 0	1847	- - -	- - -
Margaret's, St. (next Rochester) - N.S. 2	500 0 0	1854	7 16 4½	695 6 8
" " - " - " - N.S. 2	37 7 6	1860	- - -	- - -

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KENT—cont.					
Margate	- B.S. 8	596 0 0	1857	8 14 8	540 4 8
Margate, Holy Trinity	- N.S. 7	225 0 0	1851	16 18 6½	1,034 7 6
		50 0 0	1853		
Margate, St. John's	- N.S. 7	475 0 0	1855	15 3 9½	952 1 8
Meopham	- N.S. 3	62 0 0	1842	-	33 5 0
"	- "	20 0 0	1843		
"	- "	87 0 0	1859		
Mid-Kent Ch. Ch. Schoolmasters' Association		- - -	- - -	1 10 5½	
Milton, Ch. Ch.	- N.S. 4	- - -	- - -		247 10 0
Milton (near Sittingbourne)	- N.S. 3	300 0 0	1849	2 7 6½	211 12 6
Minster	- N.S. 7	350 0 0	1848	4 10 8	103 19 0
		45 0 0	1855		
Monkton	- N.S.	- - -	- - -	- - -	23 6 8
Newchurch	- N.S.	40 0 0	1845		
Newington	- N.S. 7	105 0 0	1851	4 18 6½	236 11 4
Northbourne, St. Augustine's	- N.S. 7	145 10 0	1852	4 18 2½	448 18 4
Northfleet	- N.S.	*115 0 0	1838		
		25 0 0	1845		
Ospringe	- N.S. 7	- - -	- - -	- - -	41 18 4
Patricxbourne and Bridge	- N.S.	120 0 0	1850	- - -	
Peckham, East	- N.S. 7	- - -	- - -	3 13 4	276 11 6
Peckham, East, Inf. and Juvenile School	- 7	- - -	- - -	- - -	49 5 0
Petham	- N.S.	70 0 0	1849	- - -	
Penshurst	- N.S. 5	- - -	- - -	2 1 11½	226 4 8
Platt, St. Mary	- N.S. 5	113 0 0	1847	2 13 4½	140 0 6
"	- "	56 0 0	1859		
Plaxtol	- N.S. 7	171 0 0	1847	6 15 1½	607 1 2
Pluckley	- N.S. 7	93 10 0	1851	6 5 11½	474 8 0
		8 17 3	1860		
Plumstead, Burrage Road Inf. S.	- 12	150 0 0	1860	4 11 4½	335 10 8
Plumstead, Central,	- Ch. of E. 12	1,825 0 0	1857	21 19 0½	852 15 4
		160 0 0	1858		
Plumstead Central, East Plumstead Branch	- Ch. of E. 12	- - -	- - -	- - -	9 15 0
Plumstead, East, Endowed	- N.S.	- - -	- - -	3 16 7½	72 6 8
Plumstead, West, St. James'	- N.S.	- - -	- - -	3 13 4	
Preston	- N.S.	*25 0 0	1837	- - -	
Queenborough	- N.S.	152 0 0	1858	- - -	28 15 0
Rainham	- N.S. 3	160 0 0	1847	6 11 9½	370 4 9
"		57 0 0	1860		
Ramsgate, Ch. Ch.	- N.S. 7	506 0 0	1849	16 19 3½	1,354 16 0
Ramsgate, Newcastle Hill, Inf. S.		- - -	- - -	- - -	11 5 0
Ramsgate, St. Augustine's	- R.C. 6	- - -	- - -	1 5 2	71 19 4
Ramsgate, St. George's	- N.S. 7	- - -	- - -	18 3 5½	1,428 12 2
Ramsgate, St. Lawrence's	- N.S. 7	58 0 0	1851	7 13 3	432 19 8
Rochester, Dartford, and Shoreham Ch. Schoolmasters' Association		- - -	- - -	2 0 0½	
Rochester, St. Nicholas'	- N.S. 3	399 0 0	1849	14 0 1½	1,927 9 4
"		231 0 0	1858		
Rolvenden	- N.S.	*100 0 0	1836	- - -	
Romney, New	- N.S. 7	59 0 0	1856	3 0 4½	447 3 2
		67 10 0	1861		
Rosherville, St. Mark's	- N.S. 3	- - -	- - -	- - -	21 12 0
Rusthall	- N.S. 4	- - -	- - -	4 19 10½	588 1 0
Sandgate	- N.S.	275 0 0	1846	1 5 6	
Saltwood	- N.S. 11	88 5 6	1855	- - -	25 13 0
Seal	- N.S. 12	- - -	- - -	- - -	4 14 0
Sellinge	- Ch. of E. 7	- - -	- - -	- - -	196 5 0
Shadoxhurst	- N.S.	30 0 0	1847	- - -	
Sheerness, Trinity	- N.S. 3	*250 0 0	1837	8 1 2½	415 10 0
Sheerness	- B.S.	*275 0 0	1837	- - -	
Sheldwick, The Leys, United	- N.S. 7	- - -	- - -	5 17 9½	404 16 8
Shipbourne	- N.S. 7	75 0 0	1853	- - -	
"	- "	102 10 0	1857	- - -	252 11 10
"	- "	32 10 0	1858	- - -	
Shooter's Hill	- N.S. 3	200 0 0	1853	2 1 8½	4 0 0
Shoreham	- Par. 12	- - -	- - -	610 0 0	216 6 4

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.						
	Amount.	Date of Payment.								
*KENT—cont.										
	£	s.	d.	£	s.	d.				
Sissinghurst, National and Infnt. S.	-	-	-	4	12	7½	12	5	0	
Sissinghurst (Mrs. H. Cleaver's) N.S. 7	-	-	-	-	-	-	124	7	6	
Sissinghurst (Lady de Spaen's) N.S. 5	-	-	-	-	-	-	131	0	8	
Sittingbourne - - - N.S. 7	230	0	0	1847	2	16	7½	64	2	0
Smarden, Free - - - N.S. 7	320	0	0	1859	2	0	0½	-	-	-
Snodland - - - N.S. 6	-	-	-	-	5	9	1½	121	10	8
Southborough - - - N.S. 5	100	0	0	1845	2	0	9	165	10	4
- - - - - N.S. 5	220	0	0	1860	-	-	-	-	-	-
Southfleet, Endowed - - - N.S.	-	-	-	-	1	3	1½	-	-	-
Speldhurst - - - N.S. 5	462	0	0	1859	2	4	6¾	67	6	8
Standford - - - N.S.	25	0	0	1845	-	-	-	-	-	-
Stephen's, St. (near Canterbury) N.S. 7	120	0	0	1849	1	10	8	333	3	3
Stockbury - - - N.S.	50	10	0	1842	-	-	-	-	-	-
Stowting - - - N.S. 12	55	0	0	1846	-	-	-	22	18	4
Strood - - - N.S. 3	252	0	0	1850	8	10	0¾	918	7	2
Sturry - - - N.S.	60	0	0	1852	4	1	6	15	3	0
Sundridge - - - N.S. 12	-	-	-	-	-	-	-	9	0	0
Sutton-at-Hone - - - N.S. 5	364	0	0	1855	3	1	9	289	5	0
Sutton Valence - - - N.S.	42	0	0	1857	-	-	-	310	12	8
Swanscombe and Stone - - - N.S.	70	0	0	1842	1	3	3½	-	-	-
Swingfield Minnis - - - N.S.	150	0	0	1847	1	6	10½	65	4	2
Sydenham - - - N.S. 9	*35	0	0	1838	-	-	-	1,104	6	0
Sydenham - - - Wes. 2	-	-	-	-	2	8	5½	255	11	2
Tenterden - - - N.S. 7	150	0	0	1844	13	11	2¾	430	9	8
- - - - -	63	0	0	1857	-	-	-	-	-	-
- - - - -	210	0	0	1860	-	-	-	-	-	-
Tenterden - - - B.S. 8	-	-	-	-	13	4	2	1,123	9	8
Teston - - - N.S. 6	-	-	-	-	-	-	-	207	13	0
Thanet, St. Peter's - - - N.S. 7	105	0	0	1849	9	10	10½	686	14	8
- - - - -	50	0	0	1853	-	-	-	-	-	-
Tilmanstone - - - Ch. of E. 12	-	-	-	-	-	-	-	54	12	6
Tovil, St. Stephen's - - - N.S.	153	0	0	1851	2	8½	-	9	13	4
Trotterscliffe - - - N.S.	54	0	0	1849	-	-	-	-	-	-
- - - - -	50	0	0	1854	-	-	-	-	-	-
Tonbridge - - - Wes. 8	-	-	-	-	8	11	5½	296	10	0
Tonbridge, St. Stephen's - - - N.S. 5	250	0	0	1855	11	12	8¾	498	12	6
- - - - -	333	0	0	1858	-	-	-	-	-	-
Tonbridge, St. Stephen's, Infnt. N.S.	-	-	-	-	-	-	-	12	0	0
Tunbridge Wells Chapel Free S. 5	40	0	0	1858	9	18	5½	438	11	8
Tunbridge Wells, Grosvenor - B.S.	-	-	-	-	3	19	5	-	-	-
Tunbridge Wells, Girls - - - N.S. 5	-	-	-	-	-	-	-	122	16	8
Tunbridge Wells, Royal Victoria S. - 5	-	-	-	-	-	-	-	53	18	4
Tunbridge Wells, St. John's Ch. of E. 5	281	8	0	1860	3	6	0½	5	0	0
Tunbridge Wells, Trinity - - - N.S. 5	-	-	-	-	-	-	-	400	17	1
Tunbridge Wells, Trinity, Middle N.S.	-	-	-	-	-	-	-	66	1	10
Tunbridge Wells, St. Augustine's R.C.	-	-	-	-	2	6	8	-	-	-
Tunbridge Wells, Windmill Fields	-	-	-	-	-	-	-	58	18	4
- - - - - Ch. of E.	-	-	-	-	-	-	-	-	-	-
Upchurch - - - N.S.	54	0	0	1847	-	-	-	-	-	-
Walmer and Ringwould - - - N.S. 12	*106	0	0	1837	9	15	1½	1,016	15	10
- - - - -	760	0	0	1857	-	-	-	-	-	-
Waltham - - - N.S.	-	-	-	-	-	-	-	3	4	0
Wateringbury - - - N.S. 7	-	-	-	-	4	15	11½	666	13	7
Weald, Sevenoaks - - - Par. 12	-	-	-	-	-	-	-	91	3	0
Westerham - - - N.S. 9	322	0	0	1861	2	3	5	273	14	4
Whitstable and Seasalter - - - N.S. 7	-	-	-	-	37	13	9¾	1,850	12	0
Willesborough - - - N.S. 7	67	0	0	1849	3	0	11	158	12	8
Wilmington - - - Ch. of E. 3	128	0	0	1850	-	-	-	3	6	8
Wingham - - - N.S. 5	-	-	-	-	2	9	11½	173	12	8
Woodchurch - - - N.S. 7	75	0	0	1844	9	19	0½	703	10	6
- - - - -	15	6	3	1849	-	-	-	-	-	-
Woodnesborough - - - N.S.	95	0	0	1848	-	-	-	-	-	-
Woolwich - - - N.S. 9	289	0	0	1841	29	18	10	1,670	12	4
Woolwich, Power Street - - - B.S.	*225	0	0	1835	-	-	-	-	-	-
Woolwich, - - - Pres. 12	1,400	0	0	1857	12	4	10¾	513	13	4
Woolwich, St. Thomas' - - - N.S. 12	1,036	0	0	1856	23	18	11½	841	13	8
- - - - -	400	0	0	1860	-	-	-	-	-	-
Woolwich, St. Peter's - - - R.C. 5	758	0	0	1859	2	13	4½	199	0	0
Worth - - - Ch. of E. 12	-	-	-	-	-	-	-	44	18	4
Wrotham - - - N.S. 7	100	0	0	1845	-	-	-	44	13	0

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			Amount.	Date of Payment.		
KENT—cont.						
Wye, Lady Joanna Thornhill's S.	7	-	£	s.	d.	£ s. d.
Yalding	7	N.S.	474	6	0	75 0 0
Yalding, St. Margaret's	7	N.S.	144	0	0	70 0 8
LANCASHIRE.						
Abney, Mossley Brow	2	B.S.	-	-	-	83 15 0
Accrington	5	Wes.	-	-	-	484 19 0
Accrington, Ch. Ch.	7	N.S.	590	0	0	369 9 4
			93	0	0	
Accrington, New Jerusalem S.	3	-	-	-	-	
Accrington, St. James'	7	N.S.	91	0	0	627 0 4
Accrington, St. James', Infts.	-	N.S.	208	0	0	378 4 0
Accrington, St. Oswald's	3	R.C.	-	-	-	
Adlington	4	Ch. of E.	150	0	0	376 10 1
			204	3	11	303 2 0
Admarsh	-	N.S.	*28	0	0	
Aigburth	11	N.S.	333	0	0	
Ainsworth	6	N.S.	*150	0	0	797 0 8
Aldingham	6	Ch. of E.	-	-	-	30 3 0
Alstone Lane	5	R.C.	-	-	-	46 1 8
Altcar	6	N.S.	-	-	-	82 8 4
Altham	7	N.S.	-	-	-	183 0 0
Appleton, St. Bede's	5	R.C.	-	-	-	47 3 0
Ardwick Pin Mill	9	B.S.	-	-	-	63 5 0
Ardwick, St. Thomas'	1	N.S.	-	-	-	21 16 8
Ashton in Makerfield	2	R.C.	-	-	-	379 16 0
Ashton-le-Willows	10	Ch. of E.	110	0	0	546 15 4
Ashton, St. Thomas' (in Makerfield)	10	N.S.	250	0	0	218 4 4
Ashton-under-Lyne	1	Par.	-	-	-	973 5 0
Ashton-under-Lyne, Christ Ch. (Charles-town)	2	N.S.	832	0	0	136 10 0
			13	10	0	
Ashton-under-Lyne, St. Ann's	6	R.C.	-	-	-	5 2 0
Ashton-under-Lyne, St. Peter's	2	N.S.	*300	0	0	361 15 10
			60	0	0	
Astley	4	N.S.	200	0	0	26 2 10½
			103	0	0	10 13 4
Astley Bridge	7	Ch. S.	984	0	0	19 17 7½
Atherton	3	N.S.	250	0	0	730 3 10
			119	15	6	
			83	0	0	5 0 3
			238	11	0	147 10 0
Atherton (at Lamberhead Green)	5	Wes.	684	0	0	20 5 1½
Audenshaw	2	N.S.	400	0	0	1852
			50	0	0	
Aughton	5	Par.	-	-	-	6 5 0½
Bacup	3	Wes.	-	-	-	10 2 3½
Bacup, Mechanics' Inst. School	2	-	-	-	-	8 6 8
Bacup, Christ Church	-	N.S.	584	14	0	15 14 3½
Bacup, St. John's	7	N.S.	-	-	-	8 0 0
Bacup, St. Mary's	4	R.C.	-	-	-	3 3 6½
Bamford Public Day and Evening	2	B.S.	-	-	-	5 0 0½
Bank Meadow	-	B.S.	300	0	0	11 3 4½
Bardsea	6	Ch. of E.	-	-	-	
Bardsley	1	N.S.	397	0	0	
Barrow-in-Furness	6	N.S.	-	-	-	7 16 0
Barrowford	-	N.S.	231	15	0	1 6 5½
Barton-upon-Irwell	5	N.S.	240	0	0	8 8 0½
			30	0	0	4 6 11½
Barton-upon-Irwell	-	Wes.	-	-	-	5 7 9½
Barton-upon-Irwell, All Saints'	11	R.C.	-	-	-	
Baxenden	5	Wes.	-	-	-	4 0 0½
Bedford, in Leigh	-	N.S.	200	0	0	3 15 0
Belfield (Messrs. Benecke's)	3	N.S.	-	-	-	3 10 10
Bickerstaffe	4	N.S.	200	0	0	
Billinge	-	N.S.	56	10	0	5 0 11½



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	Amount.	Date of Payment.		
LANCASHIRE—cont.				
Birch, St. James' (in Manchester)	N.S. 3	- - -	£ s. d. 6 6 9	£ s. d. 643 15 0
Birch, St. Mary's (in Middleton)	N.S.	*75 0 0 1836		
Birchley " "	R.C. 11	*46 0 0 1836		
Bispham, Parish Church School	-	775 0 0 1861	- - -	19 11 6
Birkdale " "	Ch. of E. 10	30 0 0 1841		
Blackburn (Mr. Sparrow's)	R.C. 3	- - -	15 1 7½	22 0 0
Blackburn (Nova Scotia)	B.S.	*150 0 0 1836		702 7 4
Blackburn, St. Alban's	R.C. 3	- - -	6 5 0	421 0 0
Blackburn, St. Anne's, Boys	R.C. 3	- - -	22 15 9½	906 0 8
Blackburn, St. Anne's, Girls	R.C. 3	- - -	- - -	96 14 4
Blackburn, St. John's	N.S. 11	800 0 0 1845	10 14 2½	815 7 10
Blackburn, St. Luke's (late Bank Top)	N.S. 11	740 0 0 1856	5 7 7	418 9 2
Blackburn, St. Luke's, Infants	N.S.	- - -	4 0 2½	
Blackburn, St. Michael's	N.S. 7	258 0 0 1849	12 7 8½	604 2 8
" " "	-	35 0 0 1856		
" " "	-	11 6 8 1858		
Blackburn, St. Paul's	Ch. of E. 10	1,207 0 0 1860	2 9 4½	138 13 4
Blackburn, St. Peter's	N.S. 11	- - -	8 19 10½	96 6 4
Blackburn, Trinity	N.S. 11	294 0 0 1844	16 14 9½	862 5 10
Blackley " "	Ch. of E. 3	124 0 0 1856	- - -	
Blackley (Crab Lane)	N.S. 3	100 0 0 1843	29 18 1½	2 10 0
" " "	-	21 0 0 1844		145 13 8
" " "	-	53 0 0 1847		
Blackley, Infants	Ch. of E. 3	197 0 0 1858	- - -	110 10 0
Blackpool " "	Wes. 9	- - -	2 8 0½	34 7 6
Blackpool, Girls'	N.S. 6	- - -	- - -	60 15 0
Blackpool, St. John's	Ch. of E. 6	367 0 0 1857	- - -	220 1 8
Blackrod " "	N.S. 3	450 0 0 1846	1 11 5½	686 9 4
" " "	-	78 0 0 1856		
Bolton-le-Moors	B.S. 4	*250 0 0 1837	5 7 9	843 6 0
Bolton-le-Moors, Girls	Par. 6	- - -	3 4 2	9 11 8
Bolton-le-Moors, (Bridge Street)	Wes. 9	311 0 0 1850	27 4 1½	2,018 19 0
" " "	-	- - -	214 0 0	
Bolton-le-Moors (Fletcher Street)	Wes. 4	- - -	25 0 2	1,011 15 0
Bolton-le-Moors, Christ's Ch.	N.S. 6	540 0 0 1847	23 9 8½	1,842 2 0
" " "	-	21 0 0 1858		
Bolton-le-Moors (Emmanuel District)	N.S. 5	250 0 0 1845	21 4 8½	2,029 5 0
" " "	-	100 0 0 1852		
" " "	-	123 13 4 1855		
Bolton-le-Moors, "Industrial Ragged School	- 9	- - -	1 9 2½	457 10 6
Bolton-le-Moors, Holy Trinity, (Trinity St.)	N.S. 6	*240 0 0 1838	46 6 3½	3,125 4 2
" " "	-	155 0 0 1847		
" " "	-	22 10 0 1856		
" " "	-	120 0 0 1856		
" " "	-	67 10 0 1859		
Bolton-le-Moors, Holy Trinity, (Lever St.)	N.S.	1,737 0 0 1861	7 18 9½	
Bolton-le-Sands, Industrial	N.S. 6	65 16 0 1850	2 4 6½	8 6 8
Bolton, Little, All Saints'	N.S. 6	600 0 0 1848	12 19 11½	1,655 15 8
" " "	-	160 0 0 1856		
Bolton, Little, St. George's	N.S. 6	500 0 0 1848	28 13 5½	1,079 2 0
" " "	-	30 0 0 1855		
Bolton, St. Mary's	R.C. 11	- - -	2 10 2½	13 1 8
Bolton, St. Peter's and St. Paul's	R.C. 12	622 0 0 1859	31 13 3½	1,436 10 10
Bootle " "	N.S. 9	*200 0 0 1836	8 4 4	1,609 0 4
Bootle " "	R.C. 1	- - -	- - -	11 14 0
Brathay District	N.S. 6	- - -	2 0 0½	70 7 0
Bretherton (Free Endowed)	Ch. of E.	126 0 0 1852	1 3 8½	
Briercliffe, St. James'	N.S. 7	492 0 0 1856	9 8 0	301 6 0
Brierfield " "	N.S. 7	247 0 0 1850	9 0 0½	134 14 0

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	Amount.	Date of Payment.		
LANCASHIRE— <i>cont.</i>				
Brindle Heath, Infants - N.S. 4	292 0 0	1859	£ s. d. 2 2 2	£ s. d. 132 0 0
Brookbottoms - Wes. 9	- - -	- - -	23 12 3	1,160 9 4
Broughton in Furness - Ch. of E. 5	- - -	- - -	- - -	22 11 0
Broughton, Lower - Ch. of E. 2	913 0 0	1859	- - -	16 5 0
Broughton, St. John's - N.S. 2	- - -	- - -	- - -	6 5 0
Brownedge, St. Mary's - R.C. 8	- - -	- - -	1 7 9	- - -
Buckhurst - N.S.	*112 0 0	1840	1 3 3	- - -
" - - - - -	143 0 0	1840	- - -	- - -
" - - - - -	25 0 0	1849	- - -	- - -
Buersill and Lower Place - N.S. 4	250 0 0	1846	4 17 3	620 5 6
" - - - - -	51 0 0	1860	- - -	- - -
Burnage - - - - -	337 0 0	1860	- - -	- - -
Burnley - - - - -	*100 0 0	1836	60 3 8½	2,725 9 8
Burnley - - - - -	807 0 0	1852	37 1 2½	1,985 17 4
" - - - - -	- - -	- - -	a15 0 0	- - -
Burnley, St. James' - - - - -	*200 0 0	1840	5 18 2½	1,191 4 0
" - - - - -	100 0 0	1844	- - -	- - -
" - - - - -	177 0 0	1857	- - -	- - -
Burnley, St. Peter's (Pickup Croft), Infants - N.S. 7	299 0 0	1847	- - -	4 3 4
Burnley, (Fulledge Meadow) School of Hope - - - - -	- 2	- - -	10 2 9½	261 5 0
Burnley, Lanebridge (St. Paul's) N.S. 7	568 0 0	1847	17 2 5½	734 6 0
Burnley, Lane Head - N.S. 6	50 0 0	1844	8 2 8½	254 14 0
Burnley, St. Aloysius' - - - - -	- R.C. 3	- - -	3 3 10	272 8 4
Burnley, St. Mary's - - - - -	- R.C. 3	- - -	11 17 8½	582 16 6
Burscough Hall - - - - -	- R.C. 4	- - -	2 3 8½	5 18 0
Bury, Central - - - - -	- N.S. 5	- - -	4 3 2	320 1 8
Bury (Clerke Street) - - - - -	- Wes. 9	- - -	27 18 1½	1,520 18 8
Bury, Holy Trinity - N.S. 4	473 0 0	1851	16 14 5½	1,807 4 4
" - - - - -	40 0 0	1855	- - -	- - -
Bury, Industrial and Reform- atory - - - - -	- - -	- - -	- - -	36 5 9
Bury, Ragged School - - - - -	- - -	- - -	1 14 0	- - -
Bury, St. John's - N.S. 4	370 0 0	1849	6 17 2½	229 15 6
Bury, St. Marie's - - - - -	- R.C. 11	- - -	7 19 7½	15 15 0
Bury, St. Paul's - - - - -	- N.S.	150 0 0	3 6 1½	- - -
Busk, Infant School - - - - -	- 7	*93 0 0	1 16 1	29 6 0
" - - - - -	- - -	45 0 0	- - -	- - -
Cartmel - - - - -	- N.S. 6	554 0 0	5 7 4	8 6 8
Cartmel Grammar School - - - - -	- - -	58 4 0	1846	- - -
Castleton Moor - - - - -	Ch. of E. 3	- - -	5 9 2	458 6 0
Catforth - - - - -	- N.S. 11	- - -	- - -	20 16 8
Caton - - - - -	- N.S. 5	226 0 0	- - -	569 18 4
Charlestown - - - - -	- B.S.	*75 0 0	1835	- - -
" - - - - -	- - -	*40 0 0	1837	- - -
Charlestown, Juvenile and Inft. N.S. 1	417 12 0	1858	3 12 7	126 14 0
Charlestown, St. George's - N.S. 1	- - -	- - -	16 11 4½	697 12 2
Charnock Richard - Ch. of E. 11	341 0 0	1850	8 7 9½	24 11 0
Chatburn - - - - -	- N.S. 6	248 0 0	6 18 2	511 1 8
Chipping - - - - -	- R.C. 4	- - -	1 6 8	5 2 0
Chorley - - - - -	- Wes. 3	- - -	7 10 0½	63 14 8
Chorley, Parish - - - - -	- N.S. 3	*156 0 0	8 12 3½	235 5 0
" - - - - -	- - -	150 0 0	- - -	- - -
" - - - - -	- - -	53 0 0	1857	- - -
Chorley, St. George's - - - - -	- N.S. 3	188 0 0	23 2 3	1,251 4 2
Chorley, St. Mary's - - - - -	- R.C. 6	500 0 0	23 5 4	1,015 11 4
Chorley, St. Peter's (Eaves Lane) N.S.	94 0 0	1842	- - -	- - -
" - - - - -	160 0 0	1861	- - -	- - -
Chorlton-cum-Hardy - - - - -	- N.S. 5	150 0 0	4 6 4½	222 12 11
Chorlton-on-Medlock, St. Stephen's	- N.S. 5	- - -	- - -	145 4 8
Church Coniston - Ch. of E. 6	- - -	- - -	6 13 4½	217 18 4
Churchkirk Church School - - - - -	- - -	- - -	5 14 5½	- - -
Churchtown - - - - -	- R.S.	*35 0 0	1837	- - -
Churchtown and Crossens - N.S.	*103 0 0	1838	- - -	- - -
Clayton-le-Moors - N.S. 7	118 0 0	1842	10 4 2½	327 18 4
" - - - - -	343 19 10	1857	- - -	- - -
" - - - - -	90 0 0	1857	- - -	- - -
" - - - - -	210 0 0	1859	- - -	- - -

a Scientific apparatus.

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	Amount.	Date of Payment.			
LANCASHIRE—cont.					
Clayton-le-Woods	N.S.	40 0 0	1846	1 0 11	
Clitheroe	R.C.	- - -	- - -	10 1 3	
Clitheroe	Wes. 4	- - -	- - -	4 3 4	114 13 0
Clitheroe, Parish	N.S. 6	*300 0 0	1840	5 0 0½	228 3 8
		52 3 2	1859	- - -	
Clitheroe, St. James'	N.S. 6	150 0 0	1841	- - -	14 11 8
		160 0 0	1843	- - -	
Cockerbrook	B.S.	*50 0 0	1838	- - -	
Cockerham	Free Par. 5	96 0 0	1860	2 18 4	52 17 0
Coldhurst	Ch. of E. 2	554 2 0	1857	2 18 4	26 12 8
Collyhurst, St. Catherine's New Town	N.S. 1	438 0 0	1851	12 16 8½	181 2 0
		23 6 8	1856	- - -	
Colne	N.S. 7	500 0 0	1844	16 13 9½	1,348 7 8
Colne, Ch. Ch.	N.S.	150 0 0	1842	5 0 0	
Colne (Waterside)	N.S. 7	380 0 0	1848	11 0 0	450 0 4
Colton in Milnthorpe	N.S. 6	- - -	- - -	- - -	89 19 4
Copplall	N.S. 10	216 0 0	1847	9 13 10½	520 13 6
Cornholme School	2	- - -	- - -	4 6 8	179 5 0
Cottam	R.C.	- - -	- - -	2 10 0	34 16 8
Cowhill	Wes. 7	- - -	- - -	4 15 0½	402 3 2
Crawshaw Booth	N.S. 5	- - -	- - -	- - -	46 10 0
Croft Endowed	Ch. of E.	217 0 0	1856	- - -	
Crompton (East)	Ch. of E. 4	750 0 0	1857	4 3 4	261 10 8
Crompton, High	N.S. 4	284 0 0	1848	6 1 7½	455 14 0
		48 0 0	1857	- - -	
Crosby, Great	N.S. 10	72 0 0	1842	- - -	13 1 0
Crosby, Great	R.C.	449 0 0	1861	5 8 4	
Crumpsall, Lower	N.S. 4	494 10 0	1851	10 5 10½	380 19 0
Cunsough	R.C. 4	- - -	- - -	2 15 0	5 15 0
Darwen (Over)	N.S. 11	*200 0 0	1839	- - -	199 9 8
Davyhulme	Wes. 11	- - -	- - -	10 8 1	464 12 4
		- - -	- - -	26 13 4	
Deane (at Rumworth)	N.S. 6	*50 0 0	1838	8 5 9	821 3 4
"	"	70 0 0	1852	- - -	
"	"	20 0 0	1856	- - -	
Denton, Ch. Ch.	N.S. 2	500 0 0	1848	2 10 6½	928 5 2
Denton and Haughton	N.S. 3	500 0 0	1855	3 6 6	171 18 8
Derby, West	Par. 11	1,567 16 0	1861	- - -	669 11 0
Derby, West	P.U. 12	- - -	- - -	- - -	99 15 0
Didsbury, Endowed	N.S. 3	60 0 0	1852	13 6 11½	1,097 7 2
		40 0 0	1859	- - -	
Didsbury and Barlow Moor	Wes. 10	- - -	- - -	4 3 4½	
Ditton	R.C.	- - -	- - -	3 0 0	
Downham	N.S. 7	*75 0 0	1840	2 15 6½	107 3 10
Droylesden	B.S. 7	- - -	- - -	16 12 8½	2,437 4 4
Eagley Mills	B.S. 4	- - -	- - -	12 14 0½	1,110 7 4
Earlestown, District Infant	N.S. 10	614 0 0	1858	8 2 4½	273 5 4
Eccles (Broomhouse Lane)	N.S. 2	- - -	- - -	3 2 11	466 6 8
Eccles, St. Mary's	R.C.	- - -	- - -	11 0 3	
Eccles (Weaste Lane)	N.S. 5	201 0 0	1849	3 10 0	369 3 0
Eccles	N.S.	- - -	- - -	3 11 0	
Eccleston, St. Thomas'	N.S. 1	305 0 0	1843	20 0 0	7 7 0
		52 6 0	1861	- - -	
Edenfield	N.S.	629 0 0	1861	8 6 8	
Edgworth	N.S.	*45 0 0	1836	- - -	
Egerton	B.S. 9	- - -	- - -	9 10 4½	530 3 0
Elliel	N.S. 5	641 0 0	1860	12 1 4½	401 6 4
Elliel	B.S.	- - -	- - -	1 4 5½	
Elton, All Saints'	N.S. 5	574 0 0	1848	11 1 1	353 14 4
Euxton	N.S.	*126 0 0	1837	- - -	
Euxton, St. Mary's	R.C. 4	- - -	- - -	6 1 6½	300 18 6
Everton and Kirkdale	N.S.	- - -	- - -	26 16 3½	
Everton, Great Homer Street	Wes.	- - -	- - -	9 3 4½	
Everton, Ch. Ch.	N.S. 10	860 0 0	1860	20 18 11	1,803 16 0
Everton, St. Chrysostom's (Mill Street)	N.S. 10	100 0 0	1845	45 18 2½	2,155 10 10
"	"	77 0 0	1855	- - -	
"	"	461 19 8	1857	- - -	
Everton, St. George's	Ch. of E. 10	1700 0 0	1859	20 11 8½	1,801 13 2

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	Amount.	Date of Payment.		
LANCASHIRE—cont.				
Everton, St. Peter's - - N.S. 9	£ 1650 0 0	1857	£ 12 11 8	£ 1,400 3 0
Ewood Bridge - - - N.S.	*70 0 0	1839	- - -	- - -
Failsworth - - - N.S. 3	*270 0 0	1837	6 14 8½	1,478 18 4
" - - - "	7 4 0	1851	- - -	- - -
" - - - "	8 5 0	1854	- - -	- - -
" - - - "	6 16 0	1857	- - -	- - -
Fairfield, Moravian School - - 3	- - -	- - -	- - -	442 14 8
Falginge Infant School - - 3	- - -	- - -	- - -	2 10 0
Farnworth (near Bolton) - Wes. 4	- - -	- - -	17 19 3	672 8 6
" - - - "	- - -	- - -	14 0 0	- - -
Farnworth (near Warrington) - N.S. 10	90 0 0	1845	10 2 6½	946 19 4
" " " - - - "	10 0 0	1845	- - -	- - -
" " " - - - "	70 0 0	1846	- - -	- - -
" " " - - - "	34 0 0	1856	- - -	- - -
" " " - - - "	64 10 0	1859	- - -	- - -
Farnworth, St. John's, near Bolton - - - N.S. 5	*250 0 0	1836	2 9 9½	1,088 2 2
" " " - - - "	105 0 0	1843	- - -	- - -
" " " - - - "	100 0 0	1849	- - -	- - -
" " " - - - "	20 0 0	1855	- - -	- - -
" " " - - - "	45 0 0	1857	- - -	- - -
Far Sawry and Hawkshead - - N.S.	*60 0 0	1835	- - -	- - -
Fence - - - N.S. 7	182 0 0	1846	4 3 9½	20 11 0
" - - - "	48 0 0	1856	- - -	- - -
Fernyhulgh, St. Mary's - - - R.C. 4	- - -	- - -	3 1 8½	180 6 8
Fleetwood on Wyre, St. Mary's - R.C. 4	- - -	- - -	1 13 4	239 4 0
Fleetwood, Testimonial - - N.S. 5	286 0 0	1847	16 8 6½	1,436 19 10
Flixton - - - Par. 5	400 0 0	1861	- - -	83 14 0
Foulridge - - - N.S. 7	270 0 0	1855	3 16 7½	27 16 0
Freckleton - - - N.S. 4	*63 0 0	1840	4 0 0½	45 7 0
Garstang, St. Michael's - - N.S.	104 0 0	1845	- - -	21 10 0
Garstang - - - R.C. 3	432 0 0	1858	8 12 5	444 16 4
Garston - - - N.S. 11	- - -	- - -	4 3 4½	113 19 2
Gillmoss, St. Swithin's - - - R.C. 6	- - -	- - -	6 0 0	239 17 4
Glasson - - - Ch. of E. 6	80 0 0	1861	4 18 0½	131 4 0
Glodwick, Ch. Ch. - - - N.S. 5	550 0 0	1856	2 9 5	162 18 4
Golborne - - - N.S. 6	- - -	- - -	11 4 2½	423 7 8
Goodshaw Booth - - - N.S.	*234 0 0	1838	- - -	- - -
Goodshaw and Loveclough - - N.S. 5	117 0 0	1847	4 1 8	143 19 0
Gorton - - - N.S.	*142 0 0	1839	- - -	- - -
Gorton, St. Patrick's - - - R.C.	199 10 0	1861	- - -	- - -
Green Howarth - - - Ch. of E.	304 0 0	1860	- - -	- - -
Grimshaw Park - - - N.S. 11	1,555 0 0	1859	8 4 7½	591 6 8
Habergham, All Saints' - - - N.S. 8	228 0 0	1851	26 9 6	2,706 19 6
Habergham Eaves - - - N.S. 7	200 0 0	1841	27 2 4	1,475 7 2
" " - - - "	200 0 0	1844	- - -	- - -
" " - - - "	70 0 0	1853	- - -	- - -
" " - - - "	64 0 0	1855	- - -	- - -
Haigh - - - N.S. 11	- - -	- - -	- - -	450 15 0
Halewood - - - N.S. 11	60 0 0	1848	- - -	175 1 0
" - - - "	22 0 0	1855	- - -	- - -
Halliwell, Dean Mills - - - B.S. 4	- - -	- - -	8 9 6½	1,315 1 0
Halliwell, St. Luke's - - - Ch. S. 6	- - -	- - -	8 6 8	54 9 0
Halliwell, St. Paul's - - - N.S. 6	808 0 0	1860	11 17 10½	750 7 2
Halliwell, St. Peter's Jubilee School - - - 6	- - -	- - -	3 18 6	179 18 4
Halsall - - - N.S. 4	- - -	- - -	3 16 0½	763 14 0
Halton - - - N.S. 6	- - -	- - -	1 0 5½	303 15 6
Hambleton - - - N.S.	*40 0 0	1836	- - -	- - -
Hamer, St. John's - - - N.S. 5	- - -	- - -	7 7 0½	236 6 0
Hardfield - - - N.S. 3	220 0 0	1841	8 6 7	179 15 0
" - - - "	12 2 6	1860	- - -	- - -
Harpurhey - - - N.S. 3	- - -	- - -	14 6 9½	1,010 6 10
Harwood, Great - - - N.S. 11	*123 0 0	1838	10 9 7½	568 3 4
" " - - - "	14 13 4	1856	- - -	- - -
" " - - - "	125 0 0	1857	- - -	- - -
Harwood, Ch. Ch. - - - N.S. 7	36 0 0	1856	- - -	201 2 0
" " - - - "	140 0 0	1856	- - -	- - -
Harwood, Great, St. Hubert's - R.C. 4	- - -	- - -	- - -	155 14 10
Haslingden - - - N.S.	318 2 6	1854	- - -	- - -

a Scientific apparatus.

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	Amount.	Date of Payment.		
LANCASHIRE— <i>cont.</i>				
Haslingden - - - - - Wes. 2	£ s. d.	- - - - -	£ s. d.	£ s. d.
Haslingden, The Grane - - N.S. 5	*120 0 0	1837	9 7 2	294 16 8
Haughton Dale Mills School - - 2	- - - - -	- - - - -	5 17 9½	202 0 0
Hawkhead - - - - - N.S. 6	- - - - -	- - - - -	3 10 10½	76 7 0
Hawkshaw Lane - - - - - N.S. -	- - - - -	- - - - -	1 0 0	287 19 2
Haydock - - - - - N.S. -	*120 0 0	1839	1 18 7	- - - - -
Healey - - - - - N.S. 4	315 0 0	1853	14 1 6½	586 1 0
" - - - - - " -	30 0 0	1857	- - - - -	- - - - -
" - - - - - " -	20 0 0	1858	- - - - -	- - - - -
Heaton Mersey, St. John's Ch. of E. 12	747 0 0	1858	6 7 5½	282 16 8
Heaton Norris, Ch. Ch. - N.S. -	- - - - -	- - - - -	3 2 11½	- - - - -
Helen's St. (Church Street, Infant and Sunday School) - - - - -	165 0 0	1841	- - - - -	- - - - -
Helen's, St. (Duke Street) Ch. of E. 2	290 0 0	1861	- - - - -	2 8 4
Helen's, Saint - - - - - Wes. 5	500 0 0	1855	21 0 1	614 18 0
Helen's, St., (Cowley's Charity) B.S. -	265 0 0	1847	- - - - -	- - - - -
Helen's, Saint, St. Joseph's - R.C. 5	740 0 0	1857	14 7 0	313 15 4
Helen's, Saint (Lowe House) - R.C. 5	- - - - -	- - - - -	31 12 4	1,439 15 6
Helen's, Saint (Moreflat) - N.S. 2	- - - - -	- - - - -	13 13 11½	1,130 11 2
" - - - - - " -	- - - - -	- - - - -	66 13 4	- - - - -
Helen's, Saint (Greenbank) - R.C. 5	- - - - -	- - - - -	6 0 0¼	184 16 4
Helen's, Saint (Parr Mount), Holy Trinity - - - - - N.S. 2	133 13 4	1854	6 12 9½	309 2 4
" - - - - - " -	276 0 0	1860	- - - - -	- - - - -
Hey Houses and Sabden - - N.S. -	*75 0 0	1841	- - - - -	- - - - -
Heywood, Mechanics' Institute Sch. 4	- - - - -	- - - - -	6 16 8½	349 3 0
Heywood, New Jerusalem Factory - - - - - B.S. 3	- - - - -	- - - - -	15 9 7	571 18 8
Heywood, Queen Street - - Wes. 3	- - - - -	- - - - -	2 0 7½	145 10 0
Heywood, St. James' - - N.S. 3	*360 0 0	1838	14 6 1½	1,281 7 2
" - - - - - " -	18 15 0	1854	- - - - -	- - - - -
" - - - - - " -	18 11 0	1857	- - - - -	- - - - -
" - - - - - " -	7 0 0	1859	- - - - -	- - - - -
Heywood, St. James' (Heady Hill) - - - - - N.S. 3	130 0 0	1842	11 17 8½	219 16 0
" - - - - - " -	50 0 0	1843	- - - - -	- - - - -
" - - - - - " -	50 0 0	1849	- - - - -	- - - - -
" - - - - - " -	5 5 0	1860	- - - - -	- - - - -
Heywood, St. Luke's, William Street - - - - - N.S. 3	*78 0 0	1836	20 6 4½	2,094 10 0
" - - - - - " -	28 0 0	1842	- - - - -	- - - - -
" - - - - - " -	14 0 0	1850	- - - - -	- - - - -
" - - - - - " -	25 0 0	1851	- - - - -	- - - - -
" - - - - - " -	1,815 0 0	1860	- - - - -	- - - - -
Higham - - - - - N.S. -	*50 0 0	1838	0 11 5½	- - - - -
Hindley - - - - - Ch. of E. 1	- - - - -	- - - - -	7 14 11½	357 13 4
Hindley - - - - - Wes. 5	- - - - -	- - - - -	- - - - -	14 5 0
Hippings - - - - - Wes. 4	- - - - -	- - - - -	12 4 0½	519 4 6
Hoddlesden - - - - - N.S. 11	171 0 0	1853	12 9 10½	456 15 4
Holden Fold - - - - - N.S. 7	32 0 0	1855	5 1 11½	233 15 4
" - - - - - " -	- - - - -	- - - - -	æ6 13 4	- - - - -
Holker - - - - - N.S. 6	- - - - -	- - - - -	- - - - -	36 5 0
Hollinbank, Evening - - B.S. -	- - - - -	- - - - -	1 5 0	- - - - -
Hollins - - - - - Wes. 2	- - - - -	- - - - -	- - - - -	39 7 10
Hollinwood - - - - - N.S. 3	*180 0 0	1838	9 12 2½	432 1 2
" - - - - - " -	22 8 0	1858	- - - - -	- - - - -
Hooie - - - - - N.S. -	200 0 0	1851	1 10 1¼	- - - - -
Hornby - - - - - N.S. -	- - - - -	- - - - -	1 13 4	- - - - -
Horwich - - - - - N.S. 5	- - - - -	- - - - -	3 9 2½	126 11 4
Hulme, Holy Trinity - - N.S. 2	*208 0 0	1840	25 1 8	1,432 19 4
Hulme, St. George's - - N.S. 2	- - - - -	- - - - -	- - - - -	327 6 8
Hulme, St. John's - - N.S. 2	902 0 0	1857	19 19 8	804 13 0
Hulme, St. Mark's - Ch. of E. 4	428 2 9	1856	- - - - -	1,217 7 0
Hulme, St. Mary's - - N.S. 12	- - - - -	- - - - -	- - - - -	7 9 0
Hume, St. Philip's - - N.S. 2	2,400 0 0	1859	18 9 0½	680 4 2
Hulme, Wilmot Street Free Sch. 2	- - - - -	- - - - -	5 0 0¼	395 5 10
Hurst - - - - - N.S. 4	384 0 0	1849	6 11 0½	139 3 0
Hurst - - - - - B.S. 7	- - - - -	- - - - -	22 3 11½	1,487 19 8
Hurst Green - - - - - N.S. -	60 0 0	1843	2 3 0½	- - - - -
Hurst Green - - - - - R.C. 3	- - - - -	- - - - -	14 0 9½	592 4 6

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LANCASHIRE—cont.					
Ince, St. Catherine's	N.S. 12	£ 419 12 6	1851	£ 14 17 5½	£ 544 15 8
		32 10 0	1861		
Ince Blundell	R.C. 2	- - -	-	3 14 10	179 9 8
Ingleton	N.S. 3	- - -	-	-	63 6 0
Inskip	N.S. 5	80 0 0	1848	12 12 8½	223 15 0
Irlams o' the Height	B.S. 10	- - -	-	5 3 1	680 11 0
Irwell or Bury (Peel Street)	N.S. 3	*225 0 0	1837	7 3 4½	762 7 0
"	"	75 0 0	1848		
Kersall, St. Paul's,	N.S. 3	- - -	-	10 0 0	485 16 4
Kirkby	N.S. 8	- - -	-	4 11 5	417 1 2
Kirkdale Industrial	P.U. 11	- - -	-	-	1,089 5 10
Kirkdale, St. Mary's (Boys)	N.S. 11	150 0 0	1845	7 10 9½	150 15 0
Kirkdale, St. Mary's (Girls and Infants)	N.S. 11	- - -	-	-	202 8 0
Kirkham	N.S. 4	- - -	-	10 19 2	707 3 4
Kirkham, The Willows	R.C. 5	- - -	-	9 10 0	66 6 8
Knotty Ash, St. John the Evangelist	Par. 9	- - -	-	1 8 2	227 1 4
Knowsley	N.S. 6	- - -	-	-	463 0 10
Lancaster	B.S. 4	*150 0 0	1835	13 5 4	951 18 2
		11 11 11	1854		
Lancaster	R.C. 3	- - -	-	21 13 10	1,176 11 8
Lancaster, Parish, Boys	N.S. 5	10 0 0	1855	32 11 9½	2,536 8 0
		110 0 0	1861		
Lancaster, Girls and Infants	N.S. 5	140 0 0	1856	10 7 9	554 15 8
Lancashire (East) Union of Institutes	- 1	- - -	-	11 18 4½	152 10 0
		- - -	-	29 7 0	
Comprising:—					
Accrington	- 11	- - -	-	-	23 6 8
Burnley, (1)	- 11	- - -	-	-	50 0 0
Burnley (2)	- 11	- - -	-	-	50 0 0
Crawshaw Booth	- 11	- - -	-	-	30 0 0
Haslingden	- 11	- - -	-	-	30 0 0
Nelson in Marsden	- 11	- - -	-	-	28 1 9
Newchurch-in-Rosendale	- 11	- - -	-	-	30 0 0
Padiham	- 11	- - -	-	-	30 0 0
Padiham, Literary Institute	- 11	- - -	-	-	23 16 8
Rawtenstall	- 11	- - -	-	-	30 0 0
Lancaster, St. Ann's, Infants	N.S. 6	- - -	-	1 6 9	201 1 8
Lancaster, St. Thomas'	N.S. 5	800 0 0	1847	27 10 4½	1,138 19 8
"	"	66 13 4	1853		
"	"	11 0 0	1859		
"	"	17 0 0	1860		
"	"	30 0 0	1861		
Lathom, St. James'	N.S. 5	260 0 0	1854	4 13 7	132 12 0
Lea	R.C. 5	250 0 0	1861	1 0 10	99 18 4
Lees Zion, Methodist New Con- nexion Day School	- 3	- - -	-	42 3 6	2,007 5 8
Leigh	Wes. 9	- - -	-	6 9 3	328 1 6
Leigh	N.S. 3	325 0 0	1841	5 16 5½	231 11 8
Leigh, Lately Common	N.S. -	45 0 0	1841	-	-
Lever (Little)	N.S. -	209 0 0	1854	-	-
Levenshulme	N.S. 1	494 0 0	1856	6 0 0	292 8 6
Leverbridge	N.S. 6	- - -	-	-	212 0 4
Leyland	N.S. 3	*232 0 0	1839	6 12 8	516 12 4
"	"	70 0 0	1845		
Lindale in Marton	N.S. -	- - -	-	4 6 8	-
Lindale (in Cartmel)	N.S. -	*50 0 0	1838	-	-
Litherland	R.C. -	- - -	-	4 12 0	523 19 6
Littleborough	N.S. -	170 0 0	1846	-	-
Liverpool, Akbar Float Frigate Reformatory School	- 10	- - -	-	4 3 4	1,053 17 0
Liverpool, All Saints'	N.S. 9	854 13 4	1854	17 12 6	1,134 0 2
Liverpool, Caledonian School	- 11	- - -	-	-	45 1 8
Liverpool, Christ's Church	N.S. 10	*337 0 0	1839	30 17 2½	3,850 19 2
"	"	17 6 8	1852		
Liverpool, Crammer (Vauxhall Road)	Wes. 11	1,779 0 0	1857	44 4 0½	1,087 5 4

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LANCASHIRE--cont.				
	£ s. d.		£ s. d.	£ s. d.
Liverpool, Edge Hill Reforma- tory School (44, Mason Street)	2	- - -	- - -	158 18 6
Liverpool, Everton Crescent In- dustrial	1	- - -	- - -	1,973 14 7
Liverpool, Hackin's Hey	B.S. 11	- - -	7 2 10½	257 6 8
Liverpool, Harrington	B.S. 11	- - -	22 9 8½	3,636 5 2
Liverpool, Hibernian	B.S. 11	268 0 0	27 1 10½	2,518 8 7
		150 0 0	1853	
Liverpool, Holy Cross	R.C. 2	1,200 0 0	1855	21 17 0½
				1,762 12 2
Liverpool (Hope Street)	B.S. 12	- - -	46 13 4	
Liverpool, Ragged Industrial S.		- - -	31 13 7½	2,060 1 6
Liverpool (Jordan Street)	Wes. 11	- - -	- - -	1,860 15 10
Liverpool, Moorfields, Old Church Charity	N.S. 9	- - -	20 12 3½	1,265 17 8
Liverpool, Mount Vernon		- - -	12 14 9	942 13 6
Green, Girls' Reformatory	11	- - -	2 1 8	124 8 10
Liverpool, Mount Pleasant	B.S. 11	- - -	8 11 8	465 11 8
Liverpool, North (Bond Street)	N.S. 9	92 6 8	10 3 7½	3,510 19 10
Liverpool, Practising	R.C. 1	- - -	- - -	238 16 8
Liverpool, Prescott Street, Bruns- wick	Wes. 11	- - -	4 17 4½	363 10 0
Liverpool Prince Edwin Street)	B.S. 11	- - -	6 15 1	435 19 4
Liverpool, Russel Street, Welsh Charity School	10	- - -	6 16 10	140 11 0
Liverpool, Soho St., Ragged Schs.		- - -	- - -	362 9 5
Liverpool (South), Cornwallis St. N.S.	9	9 10 8	34 10 8½	2,436 16 4
" " "		3 12 8	1857	
" " "		29 0 0	1857	
Liverpool, St. Andrew's	N.S. 9	- - -	14 5 9½	1,140 14 8
Liverpool, St. Anne's (Edgehill)	R.C. 1	700 0 0	10 8 5	1,106 3 0
		126 15 5	1858	
Liverpool, St. Anthony's	R.C. 1	- - -	15 10 5½	2,983 18 10
Liverpool, St. Augustine's	R.C. 10	- - -	21 3 8	2,611 7 2
Liverpool, St. Augustine's	N.S. 2	*300 0 0	23 1 2½	585 6 6
		951 15 0	1853	
Liverpool, St. Barnabas'	N.S. 10	731 0 0	17 10 6½	1,861 15 8
" "	"	20 0 0	1848	
" "	"	80 1 0	1857	
Liverpool, St. Bartholomew's (Naylor Street)	N.S. 10	328 0 0	11 18 7	1,892 3 8
" " "	"	6 0 0	1849	
" " "	"	23 0 0	1854	
" " "	"	56 10 0	1858	
Liverpool, St. Bride's	N.S. 9	*625 0 0	37 7 2½	2,604 12 0
Liverpool, St. Catherine's	N.S. 9	*200 0 0	- - -	240 0 8
Liverpool, St. Elizabeth's Re- formatory	R.C. 2	- - -	- - -	716 14 5
Liverpool, Saint Francis Xavier's	R.C. 1	800 0 0	56 19 4	1,625 13 6
		428 0 0	1858	
Liverpool, St. George's Indus.	R.C. 4	- - -	- - -	67 15 11
Liverpool, St. Helen's	R.C. 1	- - -	- - -	806 7 10
Liverpool, St. James' (Toxteth Park)	N.S. 9	250 0 0	27 13 4½	2,335 19 0
" " "	"	39 13 4	1853	
" " "	"	25 0 0	1855	
Liverpool, St. John's, Toxteth Park	N.S.	*450 0 0	1838	
Liverpool, St. John's	N.S. 11	312 10 0	13 5 0	1,196 5 2
		40 0 0	1855	
Liverpool, St. Jude's (Edge Hill)	N.S. 10	- - -	22 9 1½	1,851 1 4
Liverpool, St. Luke's	N.S. 9	*190 0 0	11 0 0½	1,591 10 4
" " "	"	12 12 0	1854	
" " "	"	12 4 0	1855	
Liverpool, St. Mark's	N.S. 10	800 0 0	17 5 4½	2,146 16 4
Liverpool, St. Martin's	N.S. 10	650 0 0	7 7 2½	1,332 16 8
Liverpool, St. Mary's, (Edge Hill)	Ch. of E. 10	1,500 0 0	35 16 8½	2,833 6 0
Liverpool, St. Mary Magdalen Ch. of E. 10		- - -	- - -	13 13 6

α Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
LANCASHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Liverpool, St. Mary's, (Raye Street) - R.C. 2	1,017 0 0	1858	39 12 2½	2,652 18 2
Liverpool, St. Nicholas' - R.C. 1	- - -	- - -	30 15 5½	2,474 16 2
Liverpool, St. Oswald's - R.C. 1	- - -	- - -	20 13 9½	932 19 0
Liverpool, St. Paul's - Ch. of E. 11	- - -	- - -	- - -	246 18 4
Liverpool, St. Paul's (Toxteth Park) - N.S. 10	600 0 0	1856	17 2 2½	1,726 9 2
Liverpool, St. Peter's - R.C. 1	- - -	- - -	19 8 2½	1,022 19 0
Liverpool, St. Saviour's - N.S. 11	2,179 0 0	1858	27 19 8½	1,214 5 8
" - - - - -	98 0 0	1860	- - -	- - -
Liverpool, St. Simon's - N.S.	700 0 0	1857	7 1 6½	730 11 0
Liverpool, St. Thomas', (Frederick Street) - N.S.	- - -	- - -	9 2 9½	219 1 8
Liverpool, St. Thomas' (Toxteth Park) - N.S. 9	615 0 0	1846	43 7 5½	3,172 5 8
" - - - - -	322 0 0	1855	- - -	- - -
Liverpool, St. Thomas' and St. William's (Blackstock Street) R.C. 1	- - -	- - -	22 10 4½	1,770 0 0
" - - - - -	- - -	- - -	213 0 0	- - -
Liverpool, St. Thomas' (Mount Vernon Street), B., G., and I. R.C. 1	10 0 0	1854	27 11 4½	1,262 0 10
" - - - - -	- - -	- - -	- - -	1,056 9 3R
Liverpool, Toxteth - B.S. 12	- - -	- - -	2 4 5½	576 0 4
Liverpool, Toxteth Park, Holy Trinity - Ch. of E. 10	949 0 0	1861	14 1 3½	31 10 9
Liverpool, Toxteth Park Reformatory, (Wellington Road) - 10	- - -	- - -	- - -	187 11 0
Liverpool, Toxteth Park, Industrial Ragged, Girls - 12	- - -	- - -	- - -	584 12 0
Liverpool, Trinity - Ch. of E. 11	- - -	- - -	6 1 7½	257 12 0
Liverpool, Vauxhall, All Souls' N.S. 11	1,453 0 0	1857	5 7 5½	359 13 8
Liverpool, Windsor, St. Clement's - N.S. 10	240 0 0	1843	15 9 10½	2,217 17 6
" - - - - -	50 0 0	1849	- - -	- - -
" - - - - -	30 0 0	1854	- - -	- - -
Liverpool, Workhouse School - N.S. 1	64 14 6	1858	6 12 3	256 17 6
Longridge - N.S. 4	157 10 0	1851	7 0 4½	591 2 2
Longsight, St. John's - N.S. 4	340 0 0	1857	- - -	- - -
Lowick - Ch. of E. 6	277 0 0	1857	2 17 4	194 4 8
Lytham, St. John's - Ch. of E. 1	184 10 0	1852	8 5 0½	297 1 0
" - - - - -	92 17 6	1853	- - -	- - -
Lytham, St. Peter's - R.C. 2	- - -	- - -	6 13 4½	158 2 4
Maghull - N.S.	80 0 0	1841	1 17 9½	- - -
Manchester and Salford Ragged and Reformatory School - 5	- - -	- - -	- - -	462 11 7
Manchester, All Saints' - Ch. of E. 4	- - -	- - -	13 4 2½	636 11 8
Manchester, All Souls' - N.S. 1	364 0 0	1846	7 0 3½	176 4 0
Manchester, Ancoats, (Chalmers' Presbyterian School) - 11	- - -	- - -	20 16 2½	1,477 6 8
Manchester, Ancoats, Lyceum Factory - B.S. 4	- - -	- - -	13 16 2	1,458 7 2
Manchester, Ancoats (Piercy Street) - Pres. - - -	- - -	- - -	4 3 11½	217 2 6
Manchester, Ancoats, St. Andrew's - N.S. 2	*300 0 0	1837	41 17 5½	1,339 11 2
" - - - - -	100 0 0	1849	- - -	- - -
" - - - - -	49 0 0	1851	- - -	- - -
" - - - - -	664 0 0	1858	- - -	- - -
" - - - - -	94 0 0	1859	- - -	- - -
Manchester (Buxton Street) Infants - B.S. 4	- - -	- - -	2 0 0	77 8 8
Manchester, Cathedral - N.S. 2	*400 0 0	1836	17 19 10½	1,390 18 8
" - - - - -	36 0 0	1859	- - -	- - -
" - - - - -	27 4 8	1859	- - -	- - -
Manchester Cathedral, Charity Sch. 1	- - -	- - -	4 8 1	209 10 0
Manchester (Cheetham Hill) - Wes. 10	- - -	- - -	10 5 9	907 16 8
" - - - - -	- - -	- - -	216 0 0	- - -
Manchester (Cheetham Hill Road) Jews' School - 3	- - -	- - -	12 5 1	563 18 6

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
LANCASHIRE— <i>cont.</i>				
Manchester, Chorlton-on-Medlock, Grosvenor Square - Pres. 9	221 0 0	1854	30 16 7½	1,561 3 8
Manchester, Church Teachers' Institution - - - - -	- - - -	- - - -	2 5 10½	389 7 6
Manchester (Granby Row) - N.S. 1	200 0 0	1845	8 6 8½	8 15 0
Manchester, Lever Street - Wes. 10	- - - -	- - - -	5 0 0	- - - -
Manchester (Lower Mosley Street) - - - - -	B.S. 10	*420 0 0 1837	29 2 6	3,355 15 4
Manchester (Marshall Street) - B.S. 9	*400 0 0 1839	- - - -	- - - -	- - - -
Manchester, Miles Platting (Argyle Street) - Ch. of E. 12	- - - -	- - - -	25 12 7½	3,887 13 8
Manchester, New Jerusalem Church School - - - - -	10	- - - -	20 17 11	1,120 0 0
Manchester Ragged, Industrial, and Reformatory School, Ardwick Green - - - - -	11	- - - -	65 18 6½	2,634 13 4
Manchester (Rusholme Road) - Wes. 10	- - - -	- - - -	4 11 8½	1,711 17 4
Manchester, St. Alphonsus' - R.C. 12	- - - -	- - - -	15 12 10½	2,174 15 6
Manchester, St. Anne's - N.S. 1	500 0 0	1841	5 1 2	291 13 4
Manchester, St. Barnabas' - N.S. 2	71 0 0 500 0 0	1850 1843	4 9 11	883 6 8
Manchester, St. Chad's, Cheetham Hill - R.C. 12	653 18 4 620 0 0	1857 1852	22 6 7	2,507 11 4
Manchester, St. James' - N.S. 2	700 0 0	1846	18 3 4½	1,003 15 4
Manchester, St. John's - N.S. 2	66 0 0	1857	10 15 0½	1,002 9 8
Manchester, St. Jude's - N.S. 2	- - - -	- - - -	42 1 5½	2,074 2 6
Manchester, St. Luke's (Cheetham Hill) - N.S. 3	505 0 0	1860	15 17 9½	983 14 4
Manchester, St. Luke's (Cheetham Hill), Infants - N.S. 3	- - - -	- - - -	6 8 7¼	127 15 0
Manchester, St. Mark's (Cheetham Hill) - N.S. 2	215 0 0	1843	- - - -	11 16 8
" " " " - R.C. 11	30 10 0 18 8 4	1857 1859	11 14 8¾	833 1 2
Manchester, St. Mary's, - N.S. 2	460 0 0	1855	- - - -	- - - -
Manchester, St. Matthew's - N.S. 2	461 2 6	1855	14 8 7	768 9 8
Manchester, St. Michael's - N.S. 3	418 0 0	1842	8 6 4½	439 19 4
" " " " - N.S. 3	300 0 0	1844	2 17 7½	274 3 8
" " " " - N.S. 3	36 0 0	1857	- - - -	- - - -
" " " " - N.S. 3	26 13 4	1858	- - - -	- - - -
Manchester, St. Patrick's - R.C. 11	- - - -	- - - -	13 0 9	1,974 17 1
Manchester, St. Philip's - Ch. of E. 1	764 0 0	1852	12 13 11½	920 2 8
" " " " - N.S. 2	15 0 0	1857	- - - -	- - - -
" " " " - N.S. 2	7 13 7	1858	- - - -	- - - -
Manchester, St. "Saviour's, Chorlton-on-Medlock - N.S. 2	330 0 0	1852	15 11 8½	2,017 10 0
Manchester, St. Silas' - N.S. 2	75 0 0	1858	- - - -	- - - -
Manchester, St. Stephen's Parish School - - - - -	612 0 0	1845	- - - -	- - - -
Manchester, St. Thomas' (Redbank) - N.S. 2	701 2 0	1859	6 2 8	- - - -
Manchester, St. Wilfred's - R.C. 12	531 0 0	1848	16 15 3	2,010 5 6
Marsden, Great - N.S. 7	250 0 0	1849	9 0 0½	734 1 6
Marsden, Little - N.S. 3	*100 0 0	1835	10 5 0½	807 17 0
" " " " - N.S. 5	6 19 0	1847	2 16 8	- - - -
Mawdsley - R.C. 12	85 0 0	1844	- - - -	6 0 0
Mawdsley - B.S. 10	223 0 0	1860	2 1 8	- - - -
Mayfield - N.S. 3	- - - -	- - - -	16 19 7½	1,754 2 8
Mellor Brook - N.S. 3	*110 0 0	1836	- - - -	- - - -
Meols, North - Par. 10	1,000 0 0	1860	9 12 6½	304 17 0
Michael's, St., on Wyre - N.S. 5	- - - -	- - - -	6 13 2½	789 8 8
Micklehead Green - B.S. 11	- - - -	- - - -	2 4 0½	83 12 0
Middleton - N.S. 3	200 0 0	1843	25 3 1½	874 17 4
" " " " - N.S. 3	121 0 0	1860	- - - -	- - - -
Middleton, Infants - N.S. 3	- - - -	- - - -	4 3 6	- - - -
Middleton, Barrowfields - N.S. 3	135 0 0	1845	5 14 11½	468 17 6
Middleton, New Jerusalem S. - 2	- - - -	- - - -	- - - -	66 11 0



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LANCASHIRE— <i>cont.</i>					
Milnrow	- - - - B.S.	£ 90 0 0	1840	£ 8 19 8	
Milnrow	- - - - N.S. 5	200 0 0	1841	17 16 0 <sup>3</sup> / <sub>4</sub>	708 19 4
"	- - - - "	20 0 0	1855		
"	- - - - "	350 0 0	1858		
Mossley	- - - - N.S.	315 0 0	1842		
"	- - - - "	150 0 0	1844		
Moss Bank	- - - - N.S. 2	303 5 0	1855	2 9 3 <sup>1</sup> / <sub>2</sub>	182 10 8
Moston	- - - - N.S.	174 0 0	1845		
Musbury (Hollin Bank)	- - - - N.S.	- - - -	- - - -	12 11 7 <sup>1</sup> / <sub>4</sub>	128 11 0
Nelson in Marsden, Infants	School - 7	- - - -	- - - -	- - - -	13 15 0
Newbarns	- - - - Ch. of E. 6	- - - -	- - - -	4 5 9 <sup>3</sup> / <sub>4</sub>	32 5 4
Newburgh (Ormskirk)	- - - - Sch. 5	- - - -	- - - -	- - - -	176 10 8
Newburgh	- - - - B.S.	- - - -	- - - -	3 5 0 <sup>1</sup> / <sub>2</sub>	
Newchurch	- - - - Ch. of E. 6	- - - -	- - - -	- - - -	28 19 0
Newchurch Mechanics' In- stitute Day School	- - - - B.S. 9	- - - -	- - - -	8 19 11	162 8 0
Newchurch in Rosendale	- - - - N.S. 5	- - - -	- - - -	- - - -	176 7 0
Newchurch near Warrington	- - - - N.S.	- - - -	- - - -	3 1 9	
Newsham, St. Mary's	- - - - R.C. 5	- - - -	- - - -	2 0 0	6 13 4
Newton Heath, All Saints' (No. 1)	N.S.	907 13 4	1854	4 0 0 <sup>3</sup> / <sub>4</sub>	
"	"	6 0 0	1856	- - - -	
Newton Heath, All Saints' (No. 2)	N.S.	240 0 0	1845	- - - -	582 14 0
"	"	14 6 8	1854	- - - -	
Newton Heath, All Saints' Infnts.	" -	- - - -	- - - -	- - - -	6 3 9
Newton, St. Peter's	- - - - N.S.	1,216 0 0	1861	- - - -	
Norden (late Blackpits)	- - - - N.S. 3	120 0 0	1847	6 9 9	56 15 0
"	"	8 0 0	1856	- - - -	
Oakenrod, Factory and Evening School	- - - - "	- - - -	- - - -	5 10 1	
Oakenshaw	- - - - Wes. 5	- - - -	- - - -	3 6 8 <sup>1</sup> / <sub>2</sub>	15 6 8
Oldham	- - - - B.S.	*254 0 0	1834	- - - -	
Oldham (St. Domingo Street)	- - - - Wes. 7	- - - -	- - - -	23 3 10 <sup>1</sup> / <sub>4</sub>	1,860 2 2
Oldham, St. James', (Green- acres Moor)	- - - - N.S. 4	*165 0 0	1837	2 14 5 <sup>1</sup> / <sub>2</sub>	218 3 0
"	"	58 10 0	1858	- - - -	
Oldham, St. Mary's, Parish Church Schools	- - - - 4	1,000 0 0	1844	- - - -	89 16 0
Oldham, St. Marie's	- - - - R.C. 11	1,451 0 0	1859	7 10 6	19 0 0
Oldham, St. Peter's	- - - - N.S. 4	*588 0 0	1836	10 13 0	605 7 0
"	"	650 0 0	1844	- - - -	
Openshaw	- - - - N.S. 4	138 10 0	1854	10 2 1	783 8 2
"	"	2 16 4	1857	- - - -	
"	"	24 0 0	1859	- - - -	
Openshaw	- - - - Wes.	- - - -	- - - -	3 6 8 <sup>1</sup> / <sub>2</sub>	
Orford, Endowed School	- - - - 10	12 0 0	1858	2 10 0	118 4 0
Ormskirk	- - - - N.S. 3	- - - -	- - - -	- - - -	88 6 8
Ormskirk, United Charity School	- - - - 5	292 3 4	1854	16 17 7 <sup>1</sup> / <sub>2</sub>	1,721 6 0
"	"	50 0 0	1856	- - - -	
Orrell, St. James'	- - - - R.C.	- - - -	- - - -	2 0 0	
Oswaldtwistle (Cabin End)	- - - - N.S. 7	*120 0 0	1837	7 9 0 <sup>1</sup> / <sub>2</sub>	207 3 10
"	"	523 0 0	1860	- - - -	
Oswaldtwistle (Daisey Green)	- - - - N.S.	*96 0 0	1839	- - - -	
Oswaldtwistle (New Lane)	- - - - N.S. 7	232 10 0	1861	4 11 10 <sup>1</sup> / <sub>2</sub>	218 0 0
Paddington, St. Paul's,	- - - - N.S. 1	300 0 0	1856	7 4 2	824 6 2
"	"	143 0 0	1857	- - - -	
Paddington, St. Paul's, 2nd Infant School	- - - - N.S. 1	- - - -	- - - -	2 0 0	119 15 0
Padgate	- - - - N.S.	150 0 0	1844	- - - -	
Padiham	- - - - B.S. 4	- - - -	- - - -	9 16 0	347 19 6
Padiham	- - - - Wes. 5	- - - -	- - - -	7 4 10 <sup>1</sup> / <sub>4</sub>	569 13 4
Padiham	- - - - Ch. of E. 7	465 0 0	1858	3 18 5 <sup>1</sup> / <sub>4</sub>	53 10 0
Padiham, Infant School	- - - - 8	- - - -	- - - -	- - - -	108 2 8
Park Lane (Ashton-in-Makerfield)	R.C. 5	- - - -	- - - -	- - - -	3 6 8
Parr, St. Peter's	- - - - N.S. 1	300 0 0	1844	1 13 3 <sup>1</sup> / <sub>2</sub>	335 16 0
"	"	50 0 0	1844	- - - -	
"	"	36 16 8	1854	- - - -	
Parr, Brookfield	- - - - Ch. of E. 2	214 8 0	1859	1 18 11	15 8 4
Patricroft (Mechanics' In- stitute)	- - - - B.S. 10	326 2 8	1849	20 14 3 <sup>1</sup> / <sub>4</sub>	1,422 2 8
Patricroft, Holy Cross	- - - - R.C. 11	- - - -	- - - -	6 14 4	50 8 4

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	Amount.	Date of Payment.		
LANCASHIRE—cont.				
Peasley, Infant - - - Ch. of E.	£ s. d. 90 0 0	1854	£ s. d. 3 4 4	£ s. d.
Peasley, Holy Trinity - - - N.S. 2	81 0 0	1856	- - -	94 5 0
Pemberton (Lamberhead Green) - - - N.S. 12	136 0 0	1842	6 19 7	85 1 8
- - - N.S.	134 10 0	1859	- - -	- - -
Pemberton (Goose Green) - - - N.S.	*30 0 0	1838	- - -	- - -
Pendlebury, Second Infant School - - - N.S. 3	270 0 0	1846	4 13 7½	93 10 0
Pendlebury, St. John's - - - N.S. 3	17 10 0	1860	- - -	1,264 1 10
Pendleton, St. Thomas' - - - N.S. 3	*60 0 0	1837	7 17 0	1,015 11 8
Penketh, "Day Star" - - - Wes. 9	- - -	- - -	1 16 8½	116 12 4
Penketh - - - Wes.	270 0 0	1861	- - -	- - -
Pennybridge - - - N.S.	*70 0 0	1833	- - -	- - -
Pickup Bank - - - N.S. 11	- - -	- - -	- - -	7 17 0
Piklington (Park Lane) - - - B.S. 4	- - -	- - -	6 15 0½	1,371 14 4
Pilling - - - N.S. 6	483 0 0	1857	2 10 0½	12 10 0
Pits-oth-Moor - - - Wes. 9	- - -	- - -	- - -	8 15 0
Poolstock - - - Ch. of E. 12	- - -	- - -	2 0 0	198 16 0
Poulton-le-Sands - - - N.S. 5	740 0 0	1856	7 14 1½	395 16 0
Prescot, St. Mary's - - - R.C. 5	- - -	- - -	13 19 2	142 1 8
Preston, All Saints' - - - N.S. 12	466 5 0	1854	11 16 10½	527 19 2
Preston, Central - - - N.S. 11	- - -	- - -	21 13 7½	1,722 10 8
Preston, Christ's Church - - - N.S. 11	*105 0 0	1835	21 18 3½	2,049 18 6
- - - "	1,142 0 0	1858	- - -	- - -
Preston, Ch. "Ch. (2nd Infant School) - - - N.S. 11	- - -	- - -	- - -	122 16 8
Preston (Croft Street) - - - Wes. 9	- - -	- - -	24 13 7½	780 15 4
Preston, Holy Trinity - - - N.S. 12	605 0 0	1845	22 11 10½	613 4 8
- - - "	35 6 8	1849	- - -	- - -
- - - "	17 6 8	1857	- - -	- - -
Preston (Orchard Street) Methodist Free Church Sch. - - - 9	517 0 0	1858	- - -	10 0 0
Preston, St. Augustine's - - - R.C. 4	- - -	- - -	9 11 1½	1,375 9 8
Preston, St. Ignatius' - - - R.C. 4	- - -	- - -	12 4 7½	1,981 15 2
Preston, St. James' - - - N.S. 11	489 0 0	1850	9 7 0½	845 18 4
- - - "	12 0 0	1855	- - -	- - -
Preston, St. Luke's, (late St. Paul's, Infant Sch., Deepdale Mill Street) - - - N.S. 12	184 0 0	1854	5 14 2½	411 7 2
- - - "	3 13 8	1856	- - -	- - -
Preston, St. Mary's - - - N.S. 12	*250 0 0	1838	26 2 6	1,469 7 0
- - - "	154 0 0	1847	- - -	- - -
- - - "	90 0 0	1856	- - -	- - -
Preston, St. Paul's - - - N.S. 12	83 9 2	1855	69 13 11½	3,692 19 8
- - - "	244 0 0	1856	- - -	- - -
- - - "	34 0 0	1857	- - -	- - -
Preston, St. Peter's, Boys - - - N.S. 12	- - -	- - -	23 19 3	750 5 0
Preston, St. Peter's, Girls and Infants - - - N.S. 12	222 0 0	1856	6 1 10½	1,178 15 8
Preston, St. Thomas' - - - N.S. 12	250 0 0	1841	24 4 5½	973 15 10
- - - "	166 0 0	1848	- - -	- - -
- - - "	47 0 0	1855	- - -	- - -
- - - "	20 0 0	1856	- - -	- - -
Preston, St. Thomas', Infants - - - N.S. 12	- - -	- - -	- - -	164 19 8
Preston, The Talbot - - - R.C. 3	- - -	- - -	38 3 6½	1,529 4 0
Preston (Upper Walker Street) R.C. 4	320 0 0	1858	8 16 0½	1,235 17 0
Preston, St. Wilfred's (Fox St.) R.C. 4	80 0 0	1855	27 3 6½	1,686 8 4
Prestwich - - - N.S. 4	- - -	- - -	7 15 2	527 12 0
Prestwich (Rooden Lane) - - - B.S. 3	250 0 0	1854	10 8 11½	721 18 10
Quernmore - - - N.S. 6	*35 0 0	1838	5 10 4	385 7 11
- - - "	92 5 0	1852	- - -	- - -
- - - N.S.	*405 0 0	1839	- - -	- - -
Radcliffe - - - Ch. of E. 5	450 0 0	1858	- - -	66 4 0
Radcliffe, Bank Top - - - Ch. of E. 5	- - -	- - -	- - -	3 15 0
Radcliffe, Blacklane - - - Wes. 4	130 0 0	1853	12 5 9	660 1 0
Radcliffe Close - - - N.S. 5	- - -	- - -	- - -	227 6 0
Radcliffe Hall - - - N.S. 5	- - -	- - -	- - -	840 8 4
Radcliffe Institution - - - B.S. 5	- - -	- - -	- - -	9 13 4
Radcliffe, St. Thomas - - - Ch. of E. 5	- - -	- - -	- - -	- - -
Rainford (at Crank Hill) - - - N.S.	117 0 0	1852	- - -	- - -

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	Amount.	Date of Payment.		
LANCASHIRE—cont.				
Rainford, Parish - - - N.S. 11	£ 149 s. 5 d. 0	1850	£ 3 s. 13 d. 3½	£ 81 s. 17 d. 6
" " " " " " "	30 0 0	1850		
" " " " " " "	30 0 0	1852		
Rainhill " " " " " N.S. 9	100 0 0	1841	1 1 8½	502 8 0
" " " " " " "	75 0 0	1849		
Rainhill, Boys " " " " " R.C. 5	- - -	- - -	5 1 9	256 9 4
Rainhill, Girls " " " " " R.C. 5	- - -	- - -	1 17 6	61 15 0
Ravenhead (Plate Glass Com- pany's) " " " " " B.S. 4	- - -	- - -	6 19 0½	1,379 18 8
Rawcliffe Hall " " " " " N.S. 5	- - -	- - -	- - -	92 10 0
Rawtenstall " " " " " N.S. 4	*200 0 0	1839	- - -	928 16 0
Rawtenstall " " " " " Wes. 2	- - -	- - -	16 18 5½	354 16 10
Rawtenstall (Holly Mount) " " " " " B.S. 2	- - -	- - -	13 0 0	588 6 0
Read (in Whalley) " " " " " N.S. -	*60 0 0	1838	1 0 1	
Rhodes " " " " " Ch. of E. 4	390 10 8	1856	5 9 1½	244 15 4
Rishton " " " " " R.C. 4	- - -	- - -	- - -	7 4 0
Risley " " " " " Pres. 3	105 0 0	1852	5 17 11	104 15 6
" " " " " " "	43 0 0	1856	- - -	
Rochdale (St. Mary's District) N.S. 3	- - -	- - -	- - -	181 15 0
Rohdale National School " " " " " -	- - -	- - -	2 14 3	
Rochdale, Parish Church School - 3	100 0 0	1844	14 13 1½	2,385 11 4
" " " " " " "	50 0 0	1845	- - -	
" " " " " " "	38 0 0	1854	- - -	
Rochdale " " " " " Wes. 2	- - -	- - -	18 0 0½	673 19 8
Rochdale " " " " " B.S. -	*250 0 0	1838	- - -	
Rochdale, St. Alban's " " " " " N.S. 4	636 0 0	1861	4 12 9½	57 0 0
Rochdale, St. Chad's " " " " " N.S. -	431 0 0	1858	- - -	
Rochdale, St. John's " " " " " R.C. 11	- - -	- - -	2 3 4	20 3 4
Rochdale, St. Patrick's " " " " " R.C. -	- - -	- - -	5 0 0	
Rough Lee " " " " " B.S. 5	- - -	- - -	2 13 7½	85 4 4
Royton " " " " " Wes. 2	- - -	- - -	5 0 0½	171 19 10
Royton, St. Paul's " " " " " N.S. 4	15 0 0	1844	5 6 8½	277 0 8
Rusholme, Trinity, and Girls Industrial " " " " " Ch. of E. 1	598 15 0	- - -	- - -	154 7 8
Ryecroft " " " " " B.S. 11	- - -	- - -	12 4 2½	1,691 16 8
Sabden " " " " " B.S. 5	- - -	- - -	- - -	55 9 0
Salem-Lees, Moravian School " " " " " -	- - -	- - -	2 16 7	
Salesbury " " " " " N.S. 11	240 0 0	1852	1 14 8½	108 4 0
Salford, Chapel Street, Girls Scotch Pres. " " " " " 10	- - -	- - -	- - -	709 7 6
Salford (Ellor Street), " " " " " B.S. -	*200 0 0	1839	- - -	
" " " " " " "	50 0 0	1840	- - -	
Salford, Broughton Road " " " " " Wes. 3	- - -	- - -	20 10 2½	95 2 0
Salford, Christ Ch. " " " " " N.S. 2	- - -	- - -	10 18 9½	2,973 16 8
Salford, Gravel Lane " " " " " Wes. 3	- - -	- - -	8 3 11½	1,225 15 0
Salford (Great George St.) Model N.S. -	200 0 0	1845	18 10 0½	2,750 19 2
" " " " " " "	263 0 0	1860	- - -	
Salford Industrial and Ragged S. " " " " " -	- - -	- - -	- - -	652 14 8
Salford, New Jerusalem Ch. Sch. 10	- - -	- - -	12 19 2½	1,476 6 8
Salford, Scotch Pres. School, (Mount Street) " " " " " 10	- - -	- - -	20 17 9½	1,036 4 10
Salford, St. Bartholomew's " " " " " N.S. 1	400 0 0	1844	26 6 9	1,400 5 4
" " " " " " "	17 0 0	1850	- - -	
" " " " " " "	20 0 0	1855	- - -	
Salford, St. John's " " " " " R.C. 12	- - -	- - -	25 8 11	246 16 4
Salford, St. Matthias' " " " " " N.S. 2	500 0 0	1842	32 9 2½	1,728 2 0
Salford, St. Philips', Infant Sch. 5	- - -	- - -	- - -	42 16 8
Salford, St. Simon's " " " " " N.S. 5	1,109 0 0	1856	7 2 0½	291 9 0
Salford, St. Stephen's " " " " " N.S. 4	- - -	- - -	4 3 4½	84 19 0
Salford, St. Stephen's, Inf. Ch. of E. 4	- - -	- - -	- - -	112 6 8
Salford, Trinity " " " " " Ch. of E. 4	- - -	- - -	7 1 11½	287 8 4
Salford, Working Men's College S. 2	- - -	- - -	- - -	2½ 0 0
Samlesbury " " " " " N.S. -	*120 0 0	1837	- - -	
Sankey Great " " " " " N.S. -	- - -	- - -	3 0 0	
Satterthwaite and Rusland " " " " " N.S. 6	100 0 0	1850	5 18 8½	430 4 10
Scarisbrick " " " " " Ch. of E. 5	- - -	- - -	1 0 0½	130 5 0
Scorton " " " " " B.S. 4	- - -	- - -	8 15 1	532 16 8
Scotforth " " " " " N.S. -	50 0 0	1846	- - -	
Seaforth " " " " " Ch. of E. 11	259 0 0	1855	6 8 7	337 11 6
Sharples, Messrs. Ashworths' " " " " " B.S. 9	- - -	- - -	3 19 8½	842 9 0



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				Amount.	Date of Payment.			
LANCASHIRE—cont.				£	s. d.	£ s. d.	£ s. d.	
Shaw	-	-	N.S. 4	*200	0 0	1839	11 1 4½	499 12 0
"	-	-	"	15	0 0	1856		
"	-	-	"	26	5 0	1856		
"	-	-	"	55	0 0	1860		
Shaw	-	-	Wes. 4	-	-	-	18 3 0	512 19 1
Shuttleworth	-	-	N.S. 6	200	0 0	1849	8 12 2	270 3 0
"	-	-	"	50	0 0	1860		
Silverdale	-	-	N.S.	87	0 0	1855	2 15 10½	
Skerton, St. Luke's	-	-	N.S. 5	*120	0 0	1837	2 14 7½	5 0 0
"	-	-	"	30	0 0	1849		
Smallbridge, St. John's	-	-	N.S. 4	*200	0 0	1839	20 10 9½	1,337 5 8
Smithill's Deane	-	-	N.S.	60	0 0	1843		
South Hill	-	-	R.C. 6	424	0 0	1859	- - -	52 11 8
Southport	-	-	B.S.	*60	0 0	1836		
Southport, Ch. Ch.	-	-	N.S. 10	*57	0 0	1838	1 3 6½	639 3 0
"	-	-	"	315	0 0	1854		
Southport, Holy Trinity	-	-	N.S. 10	1,093	15 0	1857	10 17 1½	839 0 8
"	-	-	"	54	0 0	1861		
Southport, St. Mary's	-	-	R.C. 11	-	-	-	3 8 4½	67 6 8
Southshore	-	-	N.S. 6	80	0 0	1846	1 10 1½	104 16 0
Spotland	-	-	N.S. 4	*166	0 0	1837	13 5 3½	38 18 0
"	-	-	"	13	19 11	1846		
"	-	-	"	13	12 6	1848		
"	-	-	"	3	16 8	1853		
"	-	-	"	23	0 0	1853		
"	-	-	"	6	0 0	1856		
Stand	-	-	N.S.	*270	0 0	1837		
Standish, Boys and Girls	-	-	N.S. 1	-	-	-	12 8 11½	579 11 10
Stanley, St. Anne's	-	-	N.S. 11	436	0 0	1847	18 4 7½	525 6 0
Staveley (in Cartmel) Endowed Sch.	-	-	-	32	0 0	1848		
Stonesfield	-	-	N.S.	*60	0 0	1837		
Strangeways, St. Alban's	-	-	N.S. 12	-	-	-	15 6 8½	48 3 0
Stretford	-	-	N.S. 2	370	0 0	1845	14 14 4	956 16 0
"	-	-	"	18	0 0	1859		
Stubbylee, St. Saviour's	Ch. of E.	7	-	-	-	-	-	90 12 0
Sutton	-	-	N.S. 11	-	-	-	6 0 0	530 7 4
Sutton, St. Anne's	-	-	R.C. 5	-	-	-	1 16 4½	56 19 8
Sutton, St. Joseph's	-	-	R.C. 5	754	0 0	1853	3 17 7	113 17 0
Swinton (Girls)	-	-	Pres. 4	-	-	-	-	86 15 0
Swinton, Industrial	-	-	P.U. 12	-	-	-	-	539 1 8
Symonstone	-	-	N.S.	*52	0 0	1840	0 10 8½	
Tarleton	-	-	N.S.	*120	0 0	1839		
Tarleton, The Holmes	-	-	N.S.	166	0 0	1848		
Thornham	-	-	N.S.	*100	0 0	1840		
Thurnham	-	-	R.C. 3	-	-	-	3 8 4½	47 5 4
Tockholes	-	-	N.S.	50	0 0	1846		
Todmorden	-	-	N.S. 5	500	0 0	1845	- - -	20 8 0
"	-	-	"	10	10 0	1859		
Tonge-cum-Alkington	-	-	N.S. 4	138	0 0	1847	3 6 8½	180 5 0
Tottington	-	-	N.S. 4	*189	0 0	1836	2 6 10½	286 6 4
Towneley	-	-	R.C. 3	-	-	-	8 10 8½	628 4 0
Trawdon	-	-	N.S.	140	0 0	1843		
Tunstead	-	-	N.S. 9	*110	0 0	1842	5 6 4½	23 0 0
Tyldesley	-	-	Ch. S. 6	948	0 0	1859	11 10 0½	409 11 8
Uneswalton	-	-	N.S.	35	0 0	1846		
Ulverstone	-	-	Wes. 8	-	-	-	3 6 8	222 13 0
Ulverstone	-	-	N.S. 6	*150	0 0	1834	9 0 4½	794 2 4
"	-	-	"	43	2 0	1858		
"	-	-	"	27	0 0	1859		
"	-	-	"	45	0 0	1860		
Unsworth, St. George's	-	-	N.S. 5	360	0 0	1846	4 1½	15 0 0
"	-	-	"	60	0 0	1847		
"	-	-	"	12	0 0	1849		
"	-	-	"	20	0 0	1851		
Unsworth	-	-	Wes. 4	-	-	-	4 0 0½	2 10 0
Upholland, Girls	-	-	N.S. 12	198	0 0	1850	1 16 0¼	203 17 4
Upholland, Grammar School, Lower Division	-	-	-	-	-	-	1 15 6	90 1 0
Upholland, Lord Crawford's	Ch. S.	12	-	-	-	-	3 6 8½	5 6 0

*a* Scientific apparatus.

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LANCASHIRE— <i>cont.</i>		£ s. d.		£ s. d.	£ s. d.
Upholland, Mixed (late Hol- land Moor)	N.S. 12	100 0 0	1850	3 16 6	278 8 0
Urmston " " Ch. of E.	1	8 5 4	1854	- - -	54 15 0
Urswick, Grammar School	- 6	225 12 0	1859	- - -	318 8 0
Walkden Moor	N.S. 12	- - -	- - -	1 13 4	318 8 0
Walmersley	N.S.	- - -	- - -	31 13 8½	2,439 3 2
Walmersley, Christ's Ch.	N.S. 3	*200 0 0	1840	- - -	- - -
Walton-le-Dale	N.S. 11	150 0 0	1846	- - -	- - -
Walton-on-the-Hill	N.S. 11	*150 0 0	1840	8 16 0½	606 3 4
Wardle	N.S. 3	*300 0 0	1836	7 8 0½	306 6 8
Wargrave	N.S. 10	149 0 0	1859	- - -	- - -
" " " "	"	- - -	- - -	5 8 7	333 5 0
" " " "	"	- - -	- - -	3 12 0½	17 1 0
" " " "	"	- - -	- - -	20 3 4½	1,237 1 0
Warrington	B.S. 10	270 0 0	1844	- - -	- - -
" " " "	"	450 0 0	1845	- - -	- - -
" " " "	"	45 0 0	1846	- - -	- - -
" " " "	"	20 0 0	1852	- - -	- - -
" " " "	"	73 5 1	1861	- - -	- - -
" " " "	"	235 0 0	1841	25 8 3½	2,594 15 0
" " " "	"	66 10 0	1851	- - -	- - -
" " " "	"	18 0 0	1852	- - -	- - -
" " " "	"	100 0 0	1854	- - -	- - -
Warrington, Boys' Model	N.S. 10	113 0 0	1858	- - -	- - -
" " " "	"	*415 0 0	1834	25 12 10½	- - -
" " " "	"	*85 0 0	1839	26 13 4	- - -
" " " "	"	31 1 0	1851	- - -	- - -
Warrington (Girls' and In- fants only) Model	N.S. 10	574 10 0	1850	- - -	2,902 17 4
" " " "	"	75 0 0	1850	- - -	- - -
" " " "	"	27 0 0	1857	- - -	- - -
Warrington, St. Alban's	R.C. 5	639 0 0	1860	21 7 6½	421 19 2
Warrington, St. Alban's, Girls and Infants	R.C. 5	- - -	- - -	- - -	18 13 4
Warrington, Heathside, St. Paul's and Trinity	N.S. 11	360 0 0	1853	40 2 0½	1,851 14 2
Warton, Parish "Grammar School"	-	82 0 0	1858	- - -	- - -
Waterhead	N.S. 4	187 13 4	1854	2 3 4½	- - -
Waterloo, Christ's Church	N.S. 9	106 0 0	1843	4 16 8½	30 11 6
Wavertree, Infants	B.S. 11	105 0 0	1851	6 5 7	323 19 10
Weeton	N.S. 5	- - -	- - -	- - -	- - -
Wensley Fold	N.S.	- - -	- - -	1 12 6½	529 11 0
Westhoughton	Par.	210 0 0	1845	3 9 6	40 7 0
Westhoughton, Daisy Hill Infants	N.S.	35 0 0	1848	7 14 2	- - -
Whalley	N.S. 7	612 0 0	1861	- - -	- - -
Wheelton	N.S.	43 0 0	1841	- - -	- - -
White Coppice	N.S.	*40 0 0	1836	3 12 7	117 19 0
Whitworth	N.S. 5	183 0 0	1847	- - -	- - -
Whittington	N.S. 5	50 0 0	1844	1 7 11	- - -
Whittle-le-Woods	N.S. 4	75 0 0	1844	1 6 8	- - -
Widnes Dock	N.S.	- - -	- - -	6 5 0½	187 7 0
Widnes Dock, St. Mary's	N.S. 10	- - -	- - -	- - -	312 10 0
Widnes Dock, St. Marie's	R.C.	- - -	- - -	- - -	- - -
Wigan	Wes. 5	*53 0 0	1834	4 7 8	166 2 4
Wigan	Pres. 4	77 10 6	1858	- - -	- - -
Wigan, Blue Coat	N.S. 11	230 0 0	1841	0 16 7½	- - -
Wigan, St. Catherine's	N.S.	302 10 0	1861	10 15 7	240 11 4
Wigan, St. George's	N.S.	1,644 0 0	1857	11 11 6	658 6 8
Wigan, St. John's	R.C. 11	90 0 0	1852	5 11 8	352 14 0
Wigan, St. Joseph's	R.C. 11	329 0 0	1859	12 5 3½	444 2 6
Wigan, St. Mary's	R.C. 11	*450 0 0	1835	- - -	- - -
Wigan, St. Patrick's	R.C. 11	*306 0 0	1839	- - -	- - -
Wigan, St. Thomas'	N.S. 12	38 0 0	1854	18 13 2½	1,857 14 2
" " " "	"	106 13 4	1855	- - -	- - -
" " " "	"	- - -	- - -	5 1 4½	539 12 4
" " " "	"	- - -	- - -	10 11 6½	480 9 2
" " " "	"	- - -	- - -	10 9 6½	437 19 8
" " " "	"	- - -	- - -	15 6 1½	707 19 10
Withington	N.S. 2	83 10 0	1855	- - -	- - -
" " " "	"	120 18 0	1859	- - -	- - -
" " " "	"	100 0 0	1844	5 12 9	600 19 4

a Scientific apparatus.

b This school is now useless in consequence of a railway passing close to it.

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LANCASHIRE—cont.				
Withnell Mill - - - - - Wes. 3	£ s. d.		£ s. d.	£ s. d.
Witton, St. Mark's - - - - - N.S.	204 0 0	1846	7 13 8½	360 2 6
Woolton, Much - - - - - N.S. 10	300 0 0	1848	4 0 0½	192 4 0
Woolton, Little - - - - - N.S.	137 0 0	1845		
Worsley - - - - - N.S. 12			26 5 1½	2,449 8 8
Worsley Edgefold, Infant School - 1				44 13 4
Worsley (Ellenbrook, Night) - N.S. 12				75 0 0
Worsley (Roe Green) - - - - - N.S. 12				99 16 2
Yealand Conyers - - - - - N.S. 5	76 0 0	1841		5 9 0
LEICESTERSHIRE.				
Appleby - - - - - B.S.			10 0 0	
Arnesby - - - - - N.S.			1 16 7½	
Ashby-de-la-Zouch, Endowed				
Grammar School - - - - - 6			6 4 1½	89 1 8
Ashby-de-la-Zouch - - - - - N.S. 6	*250 0 0	1837	7 10 8	607 10 4
	60 0 0	1853		
Ashby Magna - - - - - Ch. of E. 5				14 16 8
Ashfordby - - - - - Ch. of E. 5				48 16 0
Aylestone - - - - - N.S.	75 0 0	1845		
Bardon Park - - - - - B.S. 1			2 9 4½	173 15 0
Barkby - - - - - Par. 5			2 2 2	170 8 4
Barkestone - - - - - N.S. 6				538 13 0
Barrow-upon-Soar - - - - - Ch. of E. 6	200 0 0	1859	1 8 1	103 12 0
Barwell - - - - - Ch. of E. 6				4 11 0
Belgrave - - - - - N.S. 5	*60 0 0	1840		39 17 0
Belton - - - - - N.S.	82 0 0	1844	1 9 3½	
Birstall - - - - - N.S. 5	165 0 0	1861		19 8 4
Blaby - - - - - N.S. 5	128 13 6	1849		4 15 0
Blackfordby - - - - - N.S.	20 0 0	1844		
Bottesford - - - - - N.S. 6	418 3 0	1856	2 14 8½	161 7 0
Bowden, Great - - - - - N.S.	*60 0 0	1839	2 2 8½	
Branstoue - - - - - N.S.	70 0 0	1845		
Breedon-on-the-Hill - - - - - N.S. 6			1 13 4½	59 16 0
Broughton Astley - - - - - N.S. 6	95 0 0	1847	1 6 2½	1 10 0
Buckminster - - - - - N.S.	40 0 0	1842	0 19 11½	
Burbage - - - - - N.S. 5			2 0 0	256 13 10
Burbage - - - - - Wes. 12			5 12 4	182 16 0
Coalville - - - - - N.S. 5	*70 0 0	1839	8 17 9½	172 18 0
	120 0 0	1859		
	75 0 0	1845		
Croxton Keyrial - - - - - N.S.				
Dalby, Old - - - - - B.S. 12			4 16 2	655 19 8
Donnington Castle - - - - - Par. 7	620 0 0	1855	6 13 6½	285 18 6
Eaton - - - - - Par. 5			1 0 1	1 18 0
Enderby - - - - - N.S.	411 0 0	1860		
Frisby-on-the-Wreak - - - - - N.S.	121 5 9	1855	1 1 2	
Gilmorton - - - - - N.S. 6	120 0 0	1858	4 9 0½	230 9 0
Glenn, Great - - - - - Ch. of E. 5				205 11 0
Grace Dieu - - - - - R.C. 8			2 7 2	16 15 0
Griffydham - - - - - Wes. 12	349 16 8	1854	8 18 9	534 18 0
Harborough, Market - - - - - N.S. 7	*100 0 0	1836		436 3 0
	60 0 0	1843		
" - - - - - "	49 3 4	1859		
Harborough, Market - - - - - B.S.	*205 0 0	1839		
Harby - - - - - N.S.	290 0 0	1861	4 1 6	
Hathern - - - - - N.S. 6	254 0 0	1850	7 18 5	667 1 4
Heather - - - - - N.S.	40 0 0	1846		
Higham-on-the-Hill - - - - - N.S. 6	*46 0 0	1838	1 13 4	151 13 4
	23 12 6	1855		
Hinckley - - - - - N.S. 5				377 1 8
Hinckley, Holy Trinity - - - - - N.S. 5	220 0 0	1848	7 5 7	10 16 8
Hose - - - - - N.S.	80 0 0	1846		
Hugglescote and Donnington - N.S. 5	*51 0 0	1838	1 18 4½	34 7 0
Humberston - - - - - N.S. 5			2 11 8½	144 6 0
Husband's Bosworth - - - - - N.S. 7	283 0 0	1858	3 9 1	77 4 0
	122 0 0	1860		
Ibstock - - - - - N.S. 6				63 10 10

a School does not now exist.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
LEICESTERSHIRE— <i>cont.</i>				
Ibstock - - - - - B.S. 1	£ 81 0 0	1848	£ 5 6 6½	£ 448 15 0
" - - - - - " - - - - - " - - - - -	40 0 0	1852	- - - - -	- - - - -
" - - - - - " - - - - - " - - - - -	22 5 0	1856	- - - - -	- - - - -
Kegworth - - - - - N.S. 6	133 0 0	1840	10 16 7½	575 2 8
Kibworth-Beauchamp - - - - - N.S. 5	115 0 0	1843	- - - - -	508 2 6
" - - - - - " - - - - - " - - - - -	32 0 0	1856	- - - - -	- - - - -
Kilworth, North - - - - - N.S. 6	- - - - -	- - - - -	1 0 9½	19 7 0
Kilworth, South - - - - - N.S. 6	*40 0 0	1835	2 13 1½	28 6 0
" - - - - - " - - - - - " - - - - -	41 0 0	1851	- - - - -	- - - - -
" - - - - - " - - - - - " - - - - -	36 0 0	1859	- - - - -	- - - - -
Kimcote - - - - - N.S. - - - - -	- - - - -	- - - - -	- - - - -	1 8 0
Kirby Muxloe - - - - - Ch. of E. - - - - -	- - - - -	- - - - -	- - - - -	29 17 0
Knighton - - - - - N.S. - - - - -	45 0 0	1841	- - - - -	- - - - -
Knipton - - - - - N.S. 6	- - - - -	- - - - -	2 16 8	259 9 6
Leicester - - - - - P.U. 5	- - - - -	- - - - -	- - - - -	18 6 8
Leicester (Archdeacon Lane) - - - - - B.S. - - - - -	*100 0 0	1838	- - - - -	2,131 19 8
Leicester, Central County - - - - - N.S. 6	- - - - -	- - - - -	- - - - -	386 16 8
Leicester, Ch. Ch. - - - - - N.S. 6	150 0 0	1841	9 6 7½	- - - - -
Leicester (Curzon Street) - - - - - N.S. 6	237 3 4	1853	5 0 5½	205 10 0
Leicester (Great Meeting Day) - - - - - B.S. 1	- - - - -	- - - - -	34 2 1½	1,422 16 0
Leicester (Hill Street) - - - - - B.S. 1	*750 0 0	1834	60 7 1½	2,851 3 8
" - - - - - " - - - - - " - - - - -	120 0 0	1855	- - - - -	- - - - -
Leicester (Knighton Street) - - - - - N.S. 6	- - - - -	- - - - -	- - - - -	531 15 4
Leicester, St. John's - - - - - N.S. 5	- - - - -	- - - - -	10 0 7	602 18 1
Leicester, St. Margaret's - - - - - N.S. 5	*425 0 0	1835	15 8 1½	564 2 6
Leicester, St. Martin's Charity Sch. - - - - - 6	- - - - -	- - - - -	- - - - -	271 4 0
Leicester, St. Mary's, Laxton Street - - - - - Ch. of E. 6	447 0 0	1853	- - - - -	670 2 8
" - - - - - " - - - - - " - - - - -	38 10 0	1860	- - - - -	- - - - -
Leicester, St. Mary's, Old - - - - - Par. 6	- - - - -	- - - - -	4 3 4	362 11 4
Loughborough - - - - - Wes. 12	- - - - -	- - - - -	5 18 3½	264 14 2
Loughborough, Emanuel, Boys - - - - - N.S. 6	- - - - -	- - - - -	- - - - -	7 4 0
Loughborough, Emanuel, Infant - - - - - N.S. 6	150 0 0	1854	4 5 4½	516 5 8
" - - - - - " - - - - - " - - - - -	261 0 0	1858	- - - - -	- - - - -
Loughborough, " Lancasterian School - - - - - 12	163 0 0	1859	4 9 4½	1,197 0 8
Loughborough, St. Marie's - - - - - R.C. 8	- - - - -	- - - - -	5 18 11½	269 15 4
Lubenham - - - - - N.S. 6	527 0 0	1859	1 12 7	35 9 0
Lutterworth - - - - - Ch. of E. 6	- - - - -	- - - - -	- - - - -	99 15 0
Melton Mowbray, Free - - - - - N.S. 5	20 0 0	1852	15 11 3	1,984 6 0
Melton Mowbray Church School - - - - - 100 0 0	100 0 0	1854	10 13 4	- - - - -
Melton Mowbray - - - - - B.S. 12	- - - - -	- - - - -	12 6 8½	535 13 0
" - - - - - " - - - - - " - - - - -	- - - - -	- - - - -	16 13 4	- - - - -
Moirs - - - - - Ch. of E. 5	- - - - -	- - - - -	- - - - -	165 18 4
Mount St. Bernard, Agricultural Colony - - - - - R.C. 5	- - - - -	- - - - -	11 5 6	1,613 4 5
Nailstone - - - - - N.S. 6	- - - - -	- - - - -	- - - - -	102 15 4
Nailstone, Infant - - - - - N.S. 6	- - - - -	- - - - -	- - - - -	67 5 4
Oadby - - - - - N.S. 5	220 0 0	1848	- - - - -	117 8 0
Peckleton, Juvenile Reformatory - - - - - 6	- - - - -	- - - - -	- - - - -	167 1 5
Queeniborough - - - - - N.S. 5	85 0 0	1848	- - - - -	7 1 0
Quorndon - - - - - N.S. 5	*48 0 0	1837	- - - - -	19 4 0
" - - - - - " - - - - - " - - - - -	12 0 0	1847	- - - - -	- - - - -
Rearsby - - - - - Ch. of E. 6	- - - - -	- - - - -	- - - - -	17 10 0
Redmill - - - - - N.S. - - - - -	- - - - -	- - - - -	1 0 9	- - - - -
Rothley - - - - - N.S. 6	*69 0 0	1839	2 18 4	47 18 4
" - - - - - " - - - - - " - - - - -	17 3 4	1853	- - - - -	- - - - -
Scalford - - - - - N.S. - - - - -	20 0 0	1846	1 9 1	- - - - -
Sharnford - - - - - N.S. 6	70 0 0	1846	1 0 0	22 5 0
" - - - - - " - - - - - " - - - - -	9 0 0	1858	- - - - -	- - - - -
Sheepy - - - - - N.S. 6	108 0 0	1848	- - - - -	5 5 0
Sheepshed - - - - - N.S. 5	*200 0 0	1837	11 8 4½	1,719 4 4
" - - - - - " - - - - - " - - - - -	17 0 0	1850	- - - - -	- - - - -
" - - - - - " - - - - - " - - - - -	30 0 0	1855	- - - - -	- - - - -
" - - - - - " - - - - - " - - - - -	21 0 0	1858	- - - - -	- - - - -
Sheepshed - - - - - R.C. 8	- - - - -	- - - - -	1 5 0	1 5 0
Shilton (Earl's) - - - - - N.S. 6	389 14 0	1859	2 7 4	495 11 8
Sibley - - - - - N.S. 6	578 0 0	1859	4 3 9½	58 2 0
Stapleton - - - - - N.S. - - - - -	75 0 0	1848	- - - - -	- - - - -

a Scientific apparatus.

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	Amount.	Date of Payment.		
LEICESTERSHIRE—cont.				
Stoke Golding Grammar School -	£ 40 0 0	1842		
Stonesby - - - - N.S.	- - - - -	- - - - -	1 4 0	
Sweptstone - - - - N.S.	40 0 0	1844		
Syston - - - - - N.S. 5	- - - - -	- - - - -	2 4 4	166 7 0
Thringstone - - - - N.S.	52 10 0	1844		
	20 19 4	1858		
Thurclaston, B., G., and Infants N.S. 7	294 6 0	1854	2 1 4½	340 18 0
	150 0 0	1859		
Thurmaston " - " - - N.S. 5	125 0 0	1845	3 5 10½	264 7 8
" - - - - - " - - - -	15 0 0	1846		
" - - - - - " - - - -	40 6 0	1857		
Twyford - - - - - Wes. 12	- - - - -	- - - - -	5 10 1	129 0 4
Twyford - - - - - N.S. 6	54 0 0	1846	2 5 4½	236 14 0
	22 0 0	1856		
Waltham-on-the-Wolds - - - N.S. 6	150 0 0	1847	3 13 5½	340 2 6
Whetton, Long - - - - - N.S. 6	- - - - -	- - - - -	6 10 10	234 10 0
Whitwick - - - - - N.S. 5	*45 0 0	1836	4 16 7½	303 4
" - - - - - " - - - -	484 0 0	1858		
" - - - - - " - - - -	212 0 0	1858		
Wigston, Great - - - - - B.S. 2	- - - - -	- - - - -	- - - - -	37 13 0
Wigston, Great - - - - - N.S.	50 0 0	1843	1 0 7½	336 5 0
" - - - - - " - - - -	35 0 0	1844		
" - - - - - " - - - -	15 0 0	1856		
" - - - - - " - - - -	11 0 0	1857		
" - - - - - " - - - -	26 10 0	1858		
Woodhouse - - - - - N.S.	*66 0 0	1838		
Woodhouse Eaves, Day & Even. N.S.	118 0 0	1860	6 4 8½	51 2 8
Woodville - - - - - N.S. 6	150 0 0	1849	2 10 0½	14 3 0
" - - - - - " - - - -	25 4 0	1855		
" - - - - - " - - - -	16 2 8	1860		
Wymeswold - - - - - N.S. 5	108 0 0	1847	1 14 11½	135 7 0
" - - - - - " - - - -	31 0 0	1854		
LINCOLNSHIRE.				
Alford - - - - - N.S. 2	23 18 6	1860	2 6 5	28 16 0
Alkborough - - - - - N.S. 2	- - - - -	- - - - -	1 19 2½	92 0 0
Bardney - - - - - Wes. 10	391 0 0	1857	10 2 5½	388 13 1
Bardney, Kitching's Charity School 3	- - - - -	- - - - -	3 12 2½	113 9 0
Barkstone - - - - - N.S. 2	*50 0 0	1835	- - - - -	30 0 0
Barton-on-Humber - - - - N.S. 2	350 0 0	1845	5 14 3½	186 14 0
	71 6 8	1859		
Barton-on-Humber - - - - Wes. 7	396 15 0	1850	24 9 10	1,511 0 10
	220 0 0	1857		
Bassingham " - - - - - Wes. 11	279 0 0	1856	9 0 3	275 17 10
Bassingham - - - - - N.S. 2	244 0 0	1856	2 0 0	276 7 0
Beesby - - - - - N.S.	15 0 0	1845		
Belleau and Aby - - - - - N.S. 1	115 10 0	1857	4 0 9	250 13 6
	50 0 0	1859		
Bennington, Long " - - - N.S. 2	161 0 0	1848	2 1 7½	220 1 0
" - - - - - " - - - -	52 0 0	1849		
" - - - - - " - - - -	30 0 0	1854		
Bicker - - - - - N.S.	72 0 0	1846	1 2 3	
Binbrooke - - - - - N.S. 2	100 0 0	1843	- - - - -	7 6 0
Blyton - - - - - N.S.	75 0 0	1844		
Bolingbroke, New - - - - - N.S.	- - - - -	- - - - -	1 4 8½	
Bolingbroke, Old, Girls - - N.S.	40 0 0	1841	2 18 4½	
	25 0 0	1854		
Bolingbroke, Old, Mixed - - N.S. 2	45 0 0	1842	- - - - -	19 9 0
Boston - - - - - N.S. 2	497 5 0	1850	32 7 7½	1,626 9 0
	135 12 8	1859		
Boston - - - - - B.S. 7	28 19 5	1852	15 18 2	2,139 8 4
Boston, Industrial - - - - - Wes. 7	419 0 0	1850	29 12 7½	1,274 9 10
	39 7 0	1857		
Boston, East, Infant School - 2	- - - - -	- - - - -	- - - - -	114 17 0
Boston, St. James - - - - - N.S.	- - - - -	- - - - -	3 9 7½	
Boston, West Church - - - - N.S. 2	- - - - -	- - - - -	3 14 6½	876 5 4
Bottesford - - - - - N.S.	100 0 0	1847	0 4 7½	
Brocklesby Park - - - - - N.S. 2	- - - - -	- - - - -	2 12 0½	547 1 6
Broughton (Brant) - - - - - Wes. 11	- - - - -	- - - - -	8 4 1	360 4 0

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LINCOLNSHIRE— <i>cont.</i>				
Burgh - - - - - Wes. 7	£ s. d. 192 0 0	1858	£ s. d. 7 6 11½	£ s. d. 265 18 0
Burton Coggles - - - - - Par.	- - - - -	- - - - -	1 6 0½	- - - - -
Butterwick, West - - - - - Ch. of E. 2	- - - - -	- - - - -	- - - - -	134 16 10
Caistor - - - - - N.S. 2	456 0 0	1860	- - - - -	10 12 6
Carlton-le-Moorlands - - - - - N.S. 1	- - - - -	- - - - -	- - - - -	7 13 0
Carlton, (Little) Infant - - - - - N.S.	90 0 0	1858	- - - - -	- - - - -
Claxby - - - - - N.S. 3	- - - - -	- - - - -	- - - - -	4 15 0
Claypole - - - - - N.S. 2	- - - - -	- - - - -	- - - - -	248 12 10
Cleethorpe - - - - - N.S. 1	349 1 5	1857	3 9 8½	44 11 0
Cockerington - - - - - N.S.	42 0 0	1843	- - - - -	- - - - -
Colsterworth - - - - - N.S. 2	- - - - -	- - - - -	4 7 7½	538 5 4
Couningsby - - - - - Wes.	- - - - -	- - - - -	1 13 4	- - - - -
Couningsby - - - - - N.S.	*60 0 0	1836	- - - - -	- - - - -
Covenham, St. Mary's - - - - - N.S. 2	28 0 0	1857	3 9 11	113 15 10
" - - - - -	1 1 0	1860	- - - - -	- - - - -
Deeping, St. James' - - - - - N.S. 1	- - - - -	- - - - -	2 8 8½	12 5 0
Donington-on-Baine - - - - - N.S.	90 0 0	1850	3 7 2	- - - - -
" - - - - -	100 0 0	1853	- - - - -	- - - - -
Dunston - - - - - N.S.	45 6 8	1852	2 6 8	- - - - -
Epworth - - - - - N.S. 2	70 0 0	1846	2 13 11	76 5 0
" - - - - -	23 10 0	1861	- - - - -	- - - - -
Ferry, West - - - - - Wes. 1	- - - - -	- - - - -	5 0 6	194 15 9
Fiskerton - - - - - N.S.	278 0 0	1861	- - - - -	- - - - -
Foston - - - - - N.S.	84 0 0	1848	1 7 0½	- - - - -
Friskney, Endowed - - - - - Ch. of E. 2	350 0 0	1860	- - - - -	4 10 0
Fulletby - - - - - N.S.	115 0 0	1859	- - - - -	- - - - -
Gainsborough - - - - - N.S. 2	100 0 0	1845	10 10 3½	1,161 19 2
" - - - - -	68 0 0	1856	a6 13 4	- - - - -
Gainsborough - - - - - Wes. 10	250 0 0	1847	21 2 7½	1,220 11 3
Gayton-le-Marsh - - - - - N.S.	*31 0 0	1838	- - - - -	- - - - -
Gedney, Drove End - - - - - Ch. of E. 1	264 0 0	1857	2 17 0½	112 17 0
Gedney Hill - - - - - Par.	286 0 0	1860	1 9 11½	- - - - -
Glandford Brigg - - - - - N.S. 2	425 0 0	1855	10 15 9½	528 8 8
Gosberton - - - - - N.S.	199 4 4	1856	1 14 4	- - - - -
" - - - - -	57 15 0	1860	- - - - -	- - - - -
Goxhill - - - - - Wes. 6	360 0 0	1856	8 14 0½	281 9 8
" - - - - -	- - - - -	- - - - -	a6 3 8	- - - - -
Grantham - - - - - N.S. 2	150 0 0	1844	25 7 11½	1,574 3 4
" - - - - -	40 0 0	1854	- - - - -	- - - - -
" - - - - -	36 0 0	1855	- - - - -	- - - - -
" - - - - -	52 0 0	1857	- - - - -	- - - - -
" - - - - -	1,250 0 0	1859	- - - - -	- - - - -
Grantham, Hurst's Charity Sch. (b) - - - - - 2	- - - - -	- - - - -	- - - - -	85 13 4
Grantham - - - - - B.S. 10	*100 0 0	1835	4 12 3½	442 1 6
" - - - - -	14 18 10	1856	- - - - -	- - - - -
" - - - - -	10 12 6	1861	- - - - -	- - - - -
Grantham (Brownlow), Infants	- - - - -	- - - - -	- - - - -	- - - - -
and Sunday School - - - - - Ch. E. 2	*105 0 0	1835	4 12 5½	97 5 0
" - - - - -	150 0 0	1859	- - - - -	- - - - -
Grantham, St. Mary's - - - - - R.C.	- - - - -	- - - - -	3 6 0½	- - - - -
Grantham (Welby) - - - - - N.S. 2	308 0 0	1858	4 12 5½	153 10 4
Grasby - - - - - N.S. 2	- - - - -	- - - - -	- - - - -	27 1 0
Greatford - - - - - N.S.	- - - - -	- - - - -	1 13 4½	- - - - -
Grimsby, Boys - - - - - Ch. of E. 2	- - - - -	- - - - -	- - - - -	20 3 0
Grimsby, Girls - - - - - Ch. of E. 2	- - - - -	- - - - -	- - - - -	18 6 8
Grimsby - - - - - Wes. 7	1,050 0 0	1858	27 12 2½	885 7 0
Hale Magna - - - - - Ch. of E. 2	- - - - -	- - - - -	- - - - -	47 4 0
Halton, East - - - - - Par.	18 0 0	1859	- - - - -	- - - - -
Halton Holgate - - - - - N.S. 2	70 0 0	1848	- - - - -	114 6 8
Harleston - - - - - N.S. 2	110 0 0	1852	6 10 4½	473 2 9
" - - - - -	45 2 0	1855	- - - - -	- - - - -
Hatcliffe - - - - - Wes. 7	255 0 0	1856	4 0 8½	50 11 0
Heckington - - - - - N.S. 2	108 0 0	1846	1 5 7	1 3 0
Heighington, Girls - - - - - N.S. 1	- - - - -	- - - - -	- - - - -	23 16 8
Helpingham - - - - - N.S.	- - - - -	- - - - -	1 3 6	- - - - -
Heydour - - - - - N.S. 2	- - - - -	- - - - -	- - - - -	18 7 0
Hogthorpe - - - - - N.S. 2	400 0 0	1859	4 3 4½	19 11 0
Holbeach - - - - - N.S.	75 0 0	1845	2 1 11	- - - - -
Holbeach, St. John's - - - - - N.S.	75 0 0	1853	1 11 8	- - - - -
Holland, New - - - - - N.S. 1	- - - - -	- - - - -	- - - - -	12 10 0

a Scientific apparatus.

b This school is merged into Grantham N.S.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
LINCOLNSHIRE— <i>cont.</i>				
Horncastle - - - N.S. 1	£ 46 10 0	1859	£ 4 0 0	£ 478 4 0
Horncastle - - - Wes. 11	580 0 0	1860	9 3 4½	114 16 3
Howsham - - - B.S. 7	- - -	-	- - -	3 9 0
Huttoft - - - N.S. 2	17 0 0	1841	8 3 11	60 19 2
- - - - -	22 0 0	1842	- - -	- - -
Keal, West - - - N.S. 1	- - -	-	- - -	64 8 0
Kirton-in-Lindsey - - - N.S. 2	*67 0 0	1838	2 1 3½	12 16 0
Laceby - - - N.S. 2	- - -	-	- - -	83 7 0
Laceby - - - Wes. 7	- - -	-	3 6 8	203 16 6
Laceby, Stanford's Charity - - - N.S. 2	- - -	-	3 14 10	73 1 4
Langworth in Newbold - - - Ch. of E.	249 8 0	1861	- - -	- - -
Leake, New - - - Wes. 8	180 0 0	1852	10 0 2½	580 0 10
Leake, New - - - B.S. 3	360 0 0	1857	4 13 4	- - -
Leake, Old - - - B.S. 7	- - -	-	- - -	74 18 0
Legsby - - - N.S. 3	40 0 0	1849	0 16 8	- - -
Lincoln - - - B.S. 3	206 0 0	1841	- - -	- - -
Lincoln - - - Wes. 10	1,427 0 0	1860	43 1 3½	1,900 1 6
Lincoln, Eastgate (Miss Cookson's) - - - N.S. 2	- - -	-	9 9 0½	479 3 4
Lincoln, North District - - - N.S. 2	397 10 0	1852	9 19 11½	701 0 0
Lincoln, St. Peter's, Central - - - N.S. 2	- - -	-	13 1 10½	705 7 8
Lissington - - - N.S. 2	160 0 0	1855	- - -	13 6 8
Louth - - - N.S. 2	*75 0 0	1836	- - -	90 13 0
- - - - -	*130 0 0	1836	- - -	- - -
Louth, Infants - - - N.S. 2	- - -	-	- - -	34 16 8
Louth - - - B.S. 8	450 0 0	1841	50 19 11½	2,637 6 4
- - - - -	168 0 0	1856	- - -	- - -
Louth - - - Wes. 7	620 0 0	1859	4 3 4	211 18 4
Ludborough, St. Mary's - - - Ch. of E.	150 0 0	1861	- - -	- - -
Manton - - - N.S. 3	155 0 0	1857	1 12 6½	- - -
Marsh Chapel - - - N.S. 1	*60 0 0	1838	- - -	137 18 8
Marton - - - N.S. 3	82 0 0	1841	- - -	- - -
Messingham - - - N.S. 2	110 7 10	1854	0 18 3	317 1 4
Metheringham - - - Wes. 10	- - -	-	7 18 3½	441 11 4
Navenham, Girls - - - Ch. of E.	- - -	-	- - -	14 3 4
Nettleham - - - N.S. 2	399 0 0	1859	- - -	129 10 0
Newton-on-Trent - - - Par. 1	- - -	-	1 12 11	36 17 0
Newton (Wold) - - - N.S. 3	40 0 0	1845	1 5 3	- - -
Nocton - - - Ch. of E. 2	- - -	-	- - -	16 5 0
Northorpe - - - N.S. 3	48 0 0	1848	- - -	- - -
Orby - - - N.S. 3	*28 0 0	1837	- - -	- - -
Ormsby-cum-Kelsby - - - N.S. 3	- - -	-	- - -	58 6 0
Owmbly - - - N.S. 3	*36 0 0	1836	- - -	- - -
Owston - - - N.S. 2	81 0 0	1842	- - -	79 18 0
Partney - - - N.S. 2	220 0 0	1858	- - -	169 17 8
Pinchbeck, East - - - N.S. 2	140 0 0	1844	15 1 11½	406 6 0
Pinchbeck, West - - - N.S. 1	- - -	-	2 5 11½	522 14 0
Potterhanworth - - - N.S. 3	196 0 0	1856	- - -	- - -
Rasen (Market) - - - N.S. 2	79 6 8	1857	2 18 7½	132 3 10
Repham - - - Ch. of E. 1	- - -	-	3 5 9	- - -
Reston - - - Par. 2	96 0 0	1859	- - -	- - -
Revesby - - - Par. 2	- - -	-	3 10 10	97 2 0
Roulston - - - N.S. 3	- - -	-	- - -	4 10 0
Rowston - - - N.S. 3	78 10 0	1853	1 0 4½	- - -
Ruskington - - - N.S. 3	- - -	-	3 15 0½	36 0 0
Saleby - - - N.S. 3	50 0 0	1846	- - -	- - -
Saltfleetby, Parish Day - - - N.S. 3	64 0 0	1850	2 3 4	4 14 0
Saxby - - - N.S. 1	- - -	-	- - -	8 19 0
Saxilby - - - N.S. 2	120 0 0	1846	14 6 9½	380 5 0
- - - - -	18 10 0	1849	- - -	- - -
- - - - -	41 19 3	1858	- - -	- - -
Scarle, North - - - N.S. 3	- - -	-	- - -	1 14 0
Scotter and Scotton - - - N.S. 2	*100 0 0	1837	7 1 11	427 11 0
- - - - -	100 0 0	1847	27 17 6	- - -
- - - - -	26 0 0	1855	- - -	- - -
Skellingthorpe - - - N.S. 2	224 8 0	1857	6 5 1½	167 11 4
Skendleby - - - N.S. 3	60 0 0	1845	1 6 7	- - -
Skirbeck - - - N.S. 2	190 0 0	1840	6 19 11	699 8 8
Sleaford - - - Wes. 11	- - -	-	8 2 5½	450 11 4
Sleaford, New (Alvey's Charity) - - - N.S. 3	154 10 0	1852	7 1 4	249 7 4

a Scientific apparatus.

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		Amount.	Date of Payment.		
LINCOLNSHIRE—cont.					
Sleaford, Infants	N.S. 2	£ 432 0 0	1857	£ - - -	£ 123 5 4
Southrow	Ch. of E.	234 0 0	1857	1 13 4	- - -
Spalding	N.S. 2	350 0 0	1846	7 12 0½	938 10 4
"	"	33 6 8	1856	- - -	- - -
"	"	178 11 9	1860	- - -	- - -
Spalding	B.S. 7	*180 0 0	1839	16 18 5½	1,050 15 0
Stickford	"	116 0 0	1858	- - -	- - -
Spilsby	N.S. 5	596 0 0	1860	- - -	109 9 8
Spittlegate	N.S. 1	50 0 0	1844	6 9 2½	208 10 4
"	"	39 3 4	1860	- - -	- - -
Spittlegate	Wes. 10	- - -	- - -	7 19 2	391 14 4
Stamford and St. Martin's	N.S. 2	- - -	- - -	3 9 8½	296 5 0
Stamford, St. Michaels	N.S. 2	- - -	- - -	6 8 6½	3 13 4
Stickford	N.S.	93 0 0	1847	- - -	- - -
Sutton, Long	B.S.	*163 0 0	1836	- - -	- - -
Sutton, Long, Girls	N.S. 1	- - -	- - -	1 10 0	122 5 0
Sutton, St. Matthew's	Ch. of E.	300 0 0	1859	- - -	- - -
Sutton, St. Nicholas'	N.S.	84 0 0	1849	2 0 8	- - -
Swaby	N.S. 1	143 0 0	1858	2 13 6½	40 10 0
"	"	65 0 0	1861	- - -	- - -
Tealby, D'Eyncourt School	- 11	- - -	- - -	- - -	113 16 8
Tetford	Wes. 11	- - -	- - -	1 5 10	219 1 4
Tetney	Wes. 7	318 0 0	1857	6 13 4	203 0 0
Thoresby, North	Wes. 8	341 0 0	1856	2 0 0	263 11 0
Timberland	N.S. 2	63 5 0	1850	- - -	0 10 0
Toytont, All Saints'	N.S.	100 0 0	1846	0 10 0	- - -
Tydd, St. Mary's	N.S.	220 0 0	1858	- - -	- - -
Ullington (Earl Lindsey's)	N.S. 2	- - -	- - -	2 2 0	53 14 0
Ulcaby	N.S. 1	187 2 0	1848	1 13 4½	3 5 0
"	"	35 0 0	1860	- - -	- - -
Waddington	Ch. S. 2	176 0 0	1855	1 7 2	391 0 8
Wainfleet	Wes. 8	- - -	- - -	7 16 9½	655 18 8
"	"	- - -	- - -	10 0 0	- - -
Wainfleet, All Saints'	N.S.	351 0 0	1857	5 8 2½	- - -
Wainfleet, All Saints' and Northolme, Infants	N.S. 2	77 0 0	1840	- - -	135 13 2
Wainfleet, St. Mary's	N.S. 2	- - -	- - -	- - -	138 17 8
Waltham	Wes. 7	380 0 0	1858	5 0 0	92 10 0
Wellington	N.S.	45 0 0	1848	- - -	- - -
Welton	Par. 2	- - -	- - -	4 3 7½	184 7 0
Welton-le-Wold	N.S. 2	*25 0 0	1840	4 6 3½	137 8 4
"	"	275 8 0	1860	- - -	- - -
Weston, St. Mary's	N.S. 2	- - -	- - -	1 11 3½	335 5 6
Whaplode Drove	N.S.	50 0 0	1845	- - -	- - -
"	"	11 19 6	1859	- - -	- - -
Wildmore Fen, Gipsy Drove	N.S.	216 0 0	1858	2 6 6	- - -
Willoughton	N.S.	56 0 0	1846	- - -	- - -
Winterton	N.S. 2	*90 0 0	1840	8 16 9½	382 2 10
"	"	68 4 8	1857	- - -	- - -
Winterton	Wes. 7	105 0 0	1851	15 4 0½	838 3 4
"	"	121 8 0	1861	- - -	- - -
Wintringham	N.S. 1	80 0 0	1846	4 10 0	349 2 0
"	"	50 0 0	1855	- - -	- - -
"	"	38 0 0	1858	- - -	- - -
Withern	N.S. 1	81 15 0	1850	4 0 9½	118 5 0
"	"	148 10 0	1859	- - -	- - -
Wrawby	N.S. 1	60 0 0	1842	6 16 4½	255 10 4
"	"	60 0 0	1846	- - -	- - -
"	"	38 0 0	1856	- - -	- - -
Yarburgh	Par.	55 15 6	1861	- - -	- - -
MIDDLESEX.					
Acton	N.S. 9	153 0 0	1853	3 17 6½	528 1 0
Acton	Wes. 6	- - -	- - -	1 6 8	132 13 4
Agar Town, Boys	N.S. 11	- - -	- - -	- - -	74 8 0
Albany Street, St. Anne's	R.C. 1	- - -	- - -	2 13 4½	294 8 4
Ashford	N.S. 5	- - -	- - -	3 12 10½	124 5 4
(North) Audley Street, St. Mark's	N.S. 10	- - -	- - -	- - -	2,001 9 10

a Scientific apparatus.

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	Amount.	Date of Payment.		
MIDDLESEX—cont.				
(South) Audley Street, Grosvenor	£ s. d.		£ s. d.	£ s. d.
Chapel School - - - - - 10	- - - - -	- - - - -	- - - - -	425 3 0
Baldwin's Gardens - - - N.S. 4	23 0 0	1848	24 9 7½	2,802 7 11
- - - - - 10	0 0 0	1849	- - - - -	- - - - -
Baldwin's Place, St. John's - N.S.	- - - - -	- - - - -	10 0 9	682 10 0
Barbican, St. Giles' (Jacob's	- - - - -	- - - - -	- - - - -	- - - - -
Well Court) - - - - - B.S.	*150 0 0	1835	- - - - -	- - - - -
Barnabas', St. - - - - - N.S. 11	*250 0 0	1837	- - - - -	34 17 0
Bayswater - - - - - N.S. 12	- - - - -	- - - - -	9 7 0	1,563 12 10
Bayswater, St. Mary's, - - - R.C.	- - - - -	- - - - -	- - - - -	3 15 0
Bedfont - - - - - N.S. 6	108 0 0	1848	3 6 8½	72 2 6
- - - - - 6	24 15 0	1860	- - - - -	- - - - -
Bethnal Green (Abbey Street) B.S. 6	*750 0 0	1839	25 12 6	3,646 17 0
" " " - - - - - "	497 0 0	1843	- - - - -	- - - - -
" " " - - - - - "	200 0 0	1851	- - - - -	- - - - -
" " " - - - - - "	271 0 0	1857	- - - - -	- - - - -
Bethnal Green (Castle Street),	- - - - -	- - - - -	- - - - -	- - - - -
Gascoigne Place " - B.S. 6	470 0 0	1841	20 13 10½	1,459 5 0
" " " - - - - - "	100 0 0	1842	- - - - -	- - - - -
" " " - - - - - "	80 10 0	1850	- - - - -	- - - - -
" " " - - - - - "	50 0 0	1854	- - - - -	- - - - -
" " " - - - - - "	66 0 0	1861	- - - - -	- - - - -
Bethnal Green (Nova " Scotia	- - - - -	- - - - -	- - - - -	- - - - -
Gardens) - - - - - N.S. 8	- - - - -	- - - - -	- - - - -	122 1 8
Bethnal Green, St. Andrew's N.S.	395 0 0	1846	- - - - -	- - - - -
Bethnal Green, St. Bartholomew's	- - - - -	- - - - -	- - - - -	- - - - -
(Upper) - - - - - N.S. 3	400 0 0	1845	16 19 6½	2,081 7 4
- - - - - "	150 0 0	1856	- - - - -	- - - - -
Bethnal Green, St. Bartholo-	- - - - -	- - - - -	- - - - -	- - - - -
mew's Elementary - - - - - N.S.	486 0 0	1856	- - - - -	- - - - -
Bethnal Green, St. James' the Gt. N.S.	404 0 0	1848	15 3 8½	761 8 4
- - - - - "	20 0 0	1854	- - - - -	- - - - -
Bethnal Green, St. James' the Less N.S. 3	757 16 0	1860	- - - - -	18 1 4
- - - - - "	640 7 0	1861	- - - - -	- - - - -
Bethnal Green, St. John's - N.S. " 5	600 0 0	1843	5 8 1	420 11 4
" " " - - - - - "	21 6 8	1859	- - - - -	- - - - -
" " " - - - - - "	7 12 6	1860	- - - - -	- - - - -
" " " - - - - - "	65 0 0	1861	- - - - -	- - - - -
Bethnal Green, St. Jude's - N.S. 3	500 0 0	1848	1 10 5½	832 14 8
Bethnal Green, St. Matthew's - N.S. 4	20 0 0	1845	8 3 10½	1,225 15 10
- - - - - "	50 0 0	1849	- - - - -	- - - - -
" " " - - - - - "	26 0 0	1858	- - - - -	- - - - -
" " " - - - - - "	160 0 0	1861	- - - - -	- - - - -
Bethnal Green, St. Matthias' - N.S. 6	494 0 0	1852	6 16 8½	486 0 0
- - - - - "	4 10 0	1857	- - - - -	- - - - -
" " " - - - - - "	39 0 0	1858	- - - - -	- - - - -
Bethnal Green, St. Peter's - N.S. 4	561 13 4	1852	21 15 1½	1,252 14 2
- - - - - "	11 16 0	1859	- - - - -	- - - - -
Bethnal Green, St. Philip's - N.S. 3	636 0 0	1854	16 1 8	195 3 4
Bethnal Green, St. Simon	- - - - -	- - - - -	- - - - -	- - - - -
Zelotes' (Bullard Street) - N.S. 3	400 0 0	1845	11 13 1½	549 5 0
- - - - - "	7 17 4	1853	- - - - -	- - - - -
" " " - - - - - "	15 6 8	1858	- - - - -	- - - - -
Bethnal Green, St. Simon	- - - - -	- - - - -	- - - - -	- - - - -
Zelotes' (Morpeth Street) - N.S.	400 0 0	1856	- - - - -	- - - - -
Bethnal Green, St. Thomas' - N.S. 3	533 0 0	1851	19 16 7½	348 10 4
- - - - - "	1 0 0	1858	- - - - -	- - - - -
Blackfriars, St. Andrew's Hill,	- - - - -	- - - - -	- - - - -	- - - - -
Infant - - - - - N.S.	142 0 0	1847	- - - - -	- - - - -
Blandford Square - - - - - R.C.	- - - - -	- - - - -	13 5 0	1,149 4 2
Blandford Square Reformatory R.C.	- - - - -	- - - - -	- - - - -	814 12 7
Bloomsbury - - - - - N.S. 11	- - - - -	- - - - -	20 12 9½	2,238 5 4
Bloomsbury (Broad Street),	- - - - -	- - - - -	- - - - -	- - - - -
Refuge for Girls - - - - - 10	- - - - -	- - - - -	- - - - -	590 14 7
Bloomsbury, Great Queen	- - - - -	- - - - -	- - - - -	- - - - -

a Scientific apparatus.

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MIDDLESEX— <i>cont.</i>				
Brentford - - - - - B.S. 4	£ 250 0 0	1834	£ 31 18 11½	£ 2,477 0 0
Brentford (New), Girls only - N.S. 12	814 0 0	1860	5 4 2½	123 19 0
Brentford (New), Boys - - - N.S.	80 10 0	1861		
Brentford, Old - - - - - N.S.	46 0 0	1859	2 0 7	
Britannia Court, Gray's Inn Road, Industrial School - - - 6	*85 0 0	1839		
Bromley, George Street - - - B.S. 12	*125 0 0	1839	- - - -	233 0 0
Bromley, St. Leonard's - - - N.S. 11	10 7 0	1860	- - - -	160 6 0
Bromley, " - - - - - N.S. 11	17 10 0	1849	10 19 1	1,415 10 8
Bromley, " - - - - - N.S. 10	340 0 0	1852		
Brompton - - - - - N.S. 10	400 0 0	1842	10 0 0½	869 9 8
Brompton, the Oratory - - - R.C. 3	42 0 0	1848		
Brompton, Lower Grove, Indust. R.C.	28 2 6	1858		
Brompton (Marlboro' Square) - R.C. 3	- - - -	- - - -	3 0 3	659 4 3
Brompton, St. Martha's Reformatory - R.C.	- - - -	- - - -	- - - -	1 14 0
Brompton, West, St. Mary's, Juvenile and Infants - N.S. 1	- - - -	- - - -	3 6 8½	224 17 0
Buckingham Palace, Royal Mews School - - - - - 4	- - - -	- - - -	- - - -	343 16 10
Bunhill Row, Moorfields - - - R.C. 2	- - - -	- - - -	5 17 9½	275 9 0
Bunhill Row, St. Joseph's - R.C. 6	*100 0 0	1834	- - - -	263 9 2
Camden Town, Family Home - 1	- - - -	- - - -	16 11 11	396 13 4
Camden Town - - - - - N.S. 3	- - - -	- - - -	- - - -	12 8 0
" - - - - - " - - - - -	*100 0 0	1839	0 12 6	327 18 11
" - - - - - " - - - - -	500 0 0	1849	37 9 0½	2,933 16 8
" - - - - - " - - - - -	25 9 4	1850		
Camden Town (Brook Street), Ragged and Reformatory - - - 6	- - - -	- - - -	- - - -	155 6 0
Central London District School (Hanwell) - - - - - 8	- - - -	- - - -	2 5 4½	1,087 1 8
Charles Street, St. Andrew's, School of Industry - - - - -	- - - -	- - - -	- - - -	141 16 0
Charles Street, Drury Lane - R.C. 2	3,000 0 0	1858	- - - -	2,591 9 8
Charterhouse, St. Thomas' (Golden Lane), Free School - - - 9	5,909 0 0	1857	- - - -	1,298 5 4
Charterhouse, St. Thomas' Upper and Lower (Goswell Street) - - - - - N.S. 9	430 0 0	1847	165 3 11½	6,904 13 4
" - - - - - " - - - - -	11 1 4	1849	210 0 0	
" - - - - - " - - - - -	100 0 0	1852		
" - - - - - " - - - - -	1,954 13 4	1853		
" - - - - - " - - - - -	939 0 0	1856		
Chelsea, Ch. Ch. - - - - - N.S. 1	318 0 0	1843	11 6 3	1,091 5 4
" - - - - - " - - - - -	12 0 0	1847		
" - - - - - " - - - - -	112 10 0	1852		
" - - - - - " - - - - -	20 0 0	1856		
Chelsea, Markham Street Ch. of E. 2	- - - -	- - - -	- - - -	3 13 4
Chelsea, School of Discipline - 1	- - - -	- - - -	- - - -	578 14 8
Chelsea (Sloane Street), Home - 2	- - - -	- - - -	- - - -	575 4 9
Chelsea, St. Joseph's - R.C. 2	- - - -	- - - -	4 5 0½	1,156 2 0
Chelsea, St. Jude's - N.S. 11	266 0 0	1846	7 15 9½	676 9 4
" - - - - - " - - - - -	4 13 4	1855		
" - - - - - " - - - - -	27 0 0	1856		
Chelsea, St. Jude's, Ragged School - 3	- - - -	- - - -	- - - -	52 9 2
Chelsea, St. Luke's (Park Chapel) N.S. 2	14 6 8	1852	17 17 9½	1,288 14 8
Chelsea, St. Luke's - Par. 2	- - - -	- - - -	7 12 0½	1,214 5 0
Chelsea, St. Mark's, Practising School 1	733 0 0	1854	- - - -	2,039 13 2
Chelsea, St. Mary's, Infants - R.C. 3	- - - -	- - - -	- - - -	142 6 8
Chelsea (Upper), St. Saviour's - N.S. 2	50 0 0	1847	13 12 2½	1,210 14 3
Chelsea (Upper), Trinity - N.S. 1	*63 0 0	1837	30 16 1	2,830 14 0
" - - - - - " - - - - -	106 0 0	1847		
" - - - - - " - - - - -	25 0 0	1848		
" - - - - - " - - - - -	15 10 0	1848		
" - - - - - " - - - - -	15 0 0	1851		
" - - - - - " - - - - -	12 0 0	1854		
" - - - - - " - - - - -	3 16 0	1855		

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	Amount.	Date of Payment.		
MIDDLESEX—cont.				
	£ s. d.		£ s. d.	£ s. d.
Chiswick, Boys - - - N.S. 12	- - -	- - -	2 15 0	85 2 8
Chiswick, Girls - - - N.S. 12	- - -	- - -	2 9 9½	198 12 4
City Road, St. Matthew's - N.S. 12	250 0 0	1853	9 16 1½	795 11 4
Clerkenwell, Church of the Holy Trinity - - - R.C. 5	- - -	- - -	8 17 4	130 16 8
Clerkenwell, St. Mark's - - - N.S. 3	- - -	- - -	- - -	541 8 4
Clerkenwell, Lamb and Flag Ragged School - - -	- - -	- - -	18 8 2	- - -
Clerkenwell, Upper Rosoman Street - - - R.C. 5	- - -	- - -	- - -	53 16 8
Commercial Road, St. Patrick's and St. Augustine's - - - R.C. 3	- - -	- - -	31 5 10½	838 6 6
Crown Court - - - Ch. of S. 1	375 0 0	1849	12 9 11½	290 1 8
- - - - - " - - - " - - -	125 0 0	1859	- - -	- - -
Dalston Refuge for the Destitute - - -	- - -	- - -	- - -	1,550 0 10
Drayton, West - - - N.S. 6	471 0 0	1860	1 14 4	13 2 6
Dunstan's, St., in the West - - - N.S. 2	- - -	- - -	11 18 7½	744 13 4
Dufour's Place, St. Edward's - - - R.C. 2	- - -	- - -	7 5 3½	1,105 10 11
Ealing - - - N.S. 5	- - -	- - -	- - -	137 15 4
Ealing, Girls, Charity School - - -	5 - - -	- - -	- - -	2 0 0
Ealing - - - B.S. 6	- - -	- - -	2 10 4½	99 7 0
Ealing, Ch. Ch., Infant - - - N.S. 7	- - -	- - -	2 0 6½	98 2 6
Edmonton (Upper) - - - Ch.S. -	118 0 0	1852	- - -	- - -
Enfield - - - N.S. 6	- - -	- - -	- - -	530 1 8
Enfield - - - B.S. -	*200 0 0	1840	- - -	- - -
Enfield Lock Factory (Government School) - - - 6	- - -	- - -	4 15 0½	363 2 4
Enfield Highway, St. James' Chapel - - - N.S. 6	*203 0 0	1834	9 16 1½	654 2 0
- - - - - " - - -	202 12 5	1860	- - -	- - -
Enfield Highway, St. James', Infant - - - N.S. -	- - -	- - -	- - -	11 2 0
Enfield, Jesus Chapel (Bull's Cross) - - - N.S. -	75 0 0	1850	- - -	- - -
Feltham - - - N.S. 5	30 0 0	1857	3 8 4½	164 9 8
- - - - - " - - -	91 7 6	1861	- - -	- - -
Finchley - - - B.S. -	60 0 0	1842	- - -	- - -
Finchley, Holy Trinity, National and Industrial School - - -	300 0 0	1848	10 2 4	454 18 6
- - - - - " - - -	200 0 0	1849	a20 6 8	- - -
- - - - - " - - -	100 0 0	1851	- - -	- - -
- - - - - " - - -	10 0 0	1852	- - -	- - -
Finchley, St. Mary's - - - N.S. 6	1,058 15 6	1855	2 6 8½	148 8 4
Finsbury, St. James' (Curtain Road) - - - N.S. 2	600 0 0	1854	16 11 0½	1,285 8 4
Finsbury, St. Paul's - - - N.S. 2	365 0 0	1845	- - -	1 5 0
Finsbury (Whitecross Place), - B.S. -	- - -	- - -	- - -	142 13 0
Finsbury (Wilson Street) - Wes. -	520 0 0	1857	5 12 4½	175 16 0
Fisher Street (Red Lion Square) B.S. -	*334 0 0	1834	- - -	- - -
Fitzroy Square - - - B.S. -	- - -	- - -	- - -	30 0 0
Fulham, All Saints' - - - N.S. 5	- - -	- - -	6 7 9½	1,491 6 0
Fulham, St. Mary's, North End - N.S. -	142 0 0	1848	- - -	- - -
Fulham, St. Thomas' - - - R.C. 2	- - -	- - -	5 3 11½	857 14 6
Friern-Barnet - - - N.S. 7	373 10 0	1854	5 4 2½	387 15 0
Gate Street - - - R.C. 2	100 0 0	1851	7 10 0	971 3 0
George's, St., in the East, Ch. Ch. (Walburgh St.), Lower Ch. of E. 11	175 0 0	1844	25 12 2½	2,381 12 0
- - - - - " - - -	1,044 18 5	1858	- - -	- - -
- - - - - " - - -	20 0 0	1860	- - -	- - -
George's, St., in the East, Mission - - - Ch. of E. 5	- - -	- - -	- - -	7 10 0
George's, St., in the East, Middlesex Society's School - - 3	- - -	- - -	4 5 0½	336 18 0
George's, St., in the East, St. Mary's (Johnson Street), Upper - - - N.S. 11	1,078 0 0	1849	22 17 1½	2,367 10 2
George's, St., in the East (Pell Street) - - - R.C. 2	- - -	- - -	13 6 8	695 9 0
George's, St., in the East, St. Matthew's - - - N.S. 11	- - -	- - -	6 13 4	745 1 0

a Scientific apparatus.

b School premises sold and building grant repaid.





Name and Denomination of School, and Month when Inspection is due.			Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.		
			Amount.	Date of Payment.				
MIDDLESEX— <i>cont.</i>								
			£	s.	d.	£ s. d.		
Hendon, All Saints' - Ch. of E.	6		276	0	0	1857	2 1 10½	144 5 8
Hendon - - - - - N.S.	6		754	0	0	1858	8 15 0½	364 0 4
" - - - - -			25	0	0	1861		
Heston (Hounslow Heath) - N.S.			170	0	0	1861		
Heston, Indust. and National S.			398	12	6	1861		
Highbury - - - - - Wes.	11		-	-	-	-	5 0 0	41 15 0
Highbury, Metropolitan Prac- tising School - - - - -	1		250	0	0	1850	48 17 6½	358 0 0
" - - - - -			200	0	0	1853		
Highbury Vale - - - - - N.S.			*80	0	0	1836		
Highgate - - - - - B.S.	6		-	-	-	-	6 7 1	462 9 8
Highgate, St. Michael's - N.S.	4		1,800	0	0	1852	16 4 10½	2,613 0 7
" - - - - -			325	0	0	1855		
Hillingdon, Girls and Infants - N.S.	5		108	10	10	1858	- - -	343 8 8
Hillingdon and Cowley, Boys - N.S.	5		31	6	0	1857	- - -	388 12 4
Holborn, Trinity District - N.S.	4		-	-	-	-	7 5 8½	434 9 0
Holborn, Church of Holy Family R.C.			-	-	-	-	6 3 4	
Home and Colonial Model School	8		-	-	-	-	9 13 0½	1,777 18 1
Home in the East, Reformatory -			-	-	-	-	- - -	838 8 11
Homerton, St. Barnabas - Par.	2		-	-	-	-	4 16 3½	169 14 4
Homerton, Ram's, Episcopal School			-	-	-	-	- - -	33 15 0
Horbury - - - - - B.S.			-	-	-	-	2 17 3½	
Hornsey - - - - - N.S.	4		63	0	0	1848	2 13 4	1,515 14 6
" - - - - -			20	0	0	1848		
" - - - - -			50	0	0	1849		
Hoxton, St. John's - - - N.S.	4		550	0	0	1843	37 13 4	4,001 15 0
" - - - - -			300	0	0	1848		
" - - - - -			20	0	0	1849		
" - - - - -			13	6	8	1851		
Hounslow, Boys & Girls Sub- scription - - - - - Ch. S.	12		-	-	-	-	5 1 4	31 10 0
Isleworth Endowed Charity - Ch. S.	6		-	-	-	-	14 19 2½	777 19 8
Isleworth, Woodlands, St. John's N.S.	6		-	-	-	-	1 0 6	83 13 4
Isleworth, St. Mary's - R.C.	2		-	-	-	-	4 3 4	236 14 4
Islington, All Saints' - N.S.	11		463	15	0	1853	18 15 0	1,378 10 2
" - - - - -			85	0	0	1860		
Islington, All Saints' District, Infant and Sunday School -			79	0	0	1843		
Islington, Chapel of Ease - Par.	3		30	0	0	1860	- - -	336 3 4
Islington Reformatory - - -	6		-	-	-	-	- - -	482 8 1
Islington, St. Andrew's, Infant - N.S.	2		-	-	-	-	- - -	15 9 4
Islington, St. Bartholomew's - N.S.	1		-	-	-	-	1 10 6½	73 13 0
Islington, St. James' (Holloway) N.S.	8		*100	0	0	1838	36 8 4½	1,663 8 8
" - - - - -			1,000	0	0	1855		
Islington St. "John's (Upper Holloway) - - - - - N.S.	11		507	18	0	1859	10 4 4½	1,146 15 8
Islington, St. John's - R.C.	3		-	-	-	-	5 1 8	228 12 0
Islington, St. Jude's - Ch. of E.	3		1,100	0	0	1857	7 10 0	598 12 4
" - - - - -			28	0	0	1861		
Islington, St. Mary's - N.S.	4		300	0	0	1843	26 7 1½	1,573 11 2
" - - - - -			100	0	0	1850		
" - - - - -			23	6	8	1852		
" - - - - -			43	16	8	1857		
" - - - - -			1,300	0	0	1860		
Islington, St. Matthew's - N.S.	5		-	-	-	-	- - -	188 18 8
Islington, St. Michael's - N.S.	10		-	-	-	-	- - -	1,389 5 8
Islington, St. Paul's - N.S.	4		*216	0	0	1834	1 17 6½	126 5 0
" - - - - -			*71	0	0	1838		
Islington, St. Peter's - N.S.	9		100	0	0	1841	14 15 6	1,455 11 0
" - - - - -			324	0	0	1852		
" - - - - -			32	0	0	1852		
" - - - - -			60	0	0	1860		
Islington, St. Stephen's - N.S.	1		147	0	0	1843	10 14 7½	858 8 0
" - - - - -			17	3	4	1860		
Islington, St. Stephen's, Infant N.S.			375	0	0	1860		
Islington, St. Thomas' - N.S.	10		-	-	-	-	1 13 4	273 4 0
Islington (South) and Pentonville B.S.	6		500	0	0	1841	49 4 5½	2,935 11 8
" - - - - -			53	0	0	1859		
Islington, Trinity, Boys, Girls, and Infants - - - - - N.S.	4		54	0	0	1859	15 0 10½	316 19 6

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MIDDLESEX—cont.					
Islington, Union Chapel, (Church Street)	- B.S. 5	*200 0 0	1839	9 12 6½	580 16 4
John Street Chapel (Calthorpe Street)	- B.S. -	*500 0 0	1836	-	-
John's Wood, St. -	- R.C. 2	-	-	14 5 8½	1,185 18 4
John's, Wood, St., Family Home	-	-	-	0 13 4	-
John's Wood, St., St. John's	- N.S. 4	45 9 0	1848	35 10 8½	2,359 14 2
		20 0 0	1860	-	-
Kensall Green, St. John's	- N.S. 12	344 0 0	1850	11 16 8½	1,262 13 8
		96 15 0	1852	-	-
Kensington (Horton Street)	- B.S. -	*200 0 0	1836	-	-
Kensington and Notting Hill	- N.S. 9	22 2 6	1857	3 13 4½	312 1 4
Kensington, St. Barnabas' (Earl Street)	- Par. 10	160 0 0	1848	7 10 4½	1,002 14 0
		127 0 0	1859	-	-
Kensington, Ch. Ch. (Gore Lane)	N.S. -	120 0 0	1849	1 15 7½	56 15 0
Kensington District School (Jennings' Buildings)	-	241 0 0	1857	-	-
Kensington, Free School	- 2	-	-	17 0 7½	1,099 5 8
Kensington Gore (Park Lane, Kensington)	- B.S. -	*30 0 0	1838	-	-
Kensington Gravel Pits	- N.S. -	130 0 0	1846	7 16 9	-
Kensington, (Vicar Place)	- R.C. 2	-	-	3 12 3½	756 11 9
Kentish Town	- N.S. 4	826 0 0	1849	18 7 6½	1,184 16 8
		20 0 0	1849	-	-
Kenton	- N.S. -	33 0 0	1852	0 14 8½	-
Kilburn, St. Paul's	- N.S. -	354 0 0	1861	-	-
Knightsbridge, St. Paul's	- Par. 12	-	-	-	8 13 4
Laleham	- Ch. of E. 6	-	-	1 8 3½	15 8 4
Latimer Chapel (Bridge Street, Mile End Road)	- B.S. 2	120 0 0	1840	4 7 6	330 5 0
Limehouse	- Wes. 6	312 0 0	1848	22 18 10	1,768 11 2
	-	15 0 0	1855	-	-
	-	9 6 8	1857	-	-
Limehouse, St. Anne's	- N.S. 12	78 10 0	1857	27 8 3½	1,675 15 8
	-	-	-	613 6 8	-
Limehouse, St. Anne's, Sun- day and Infants' School	- 12	464 0 0	1844	-	14 0 0
		35 0 0	1849	-	-
Limehouse, St. John's	- N.S. 2	704 0 0	1854	16 5 7	1,466 12 10
		8 8 6	1855	-	-
Lisson Grove	- B.S. -	-	-	-	37 6 8
Lisson Grove, St. Paul's (The Bentinck Schools)	- 3	1,923 0 0	1858	8 6 8½	870 11 4
Lisson Street (New Road), Destitute Girls' Industrial Refuge	- 1	-	-	-	658 4 0
London, Aldersgate Ward (Pack- ington Schools)	- 6	1,400 0 0	1860	-	550 5 0
London Diocesan Board of Education	-	-	-	38 19 0½	-
London, King Square, St. Barnabas	- N.S. -	-	-	7 1 2	-
London, Langbourne Ward	- N.S. -	-	-	2 0 0	-
London, East (Johnson Street) Boys	- R.C. 1	-	-	-	994 4 0
London, East (14, Red Lion Street, Wapping) Girls	- R.C. 2	-	-	17 16 9	536 6 8
London, East (Shoe Black Society), Refuge and Re- formatory	- 6	-	-	-	959 12 4
London, South East, City, Infant School	- 12	-	-	-	27 10 0
London, Unitarian Domestic Mission School (Chapel Street, Cripplegate)	- 6	-	-	20 12 11½	1,103 14 2
London, Cripplegate within Ward	- 2	-	-	-	5 0 0
London (Fox and Knot Court)	- B.S. 3	-	-	-	138 2 0
London (Moor Lane), St. Bar- tholomew's	- Ch. of E. -	-	-	-	3 6 8

a School pulled down.

b Scientific apparatus.

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MIDDLESEX—cont.				
London, North-west, Industrial	£ s. d.		£ s. d.	£ s. d.
London, North-west Reforma- tory	- - -	- - -	- - -	182 2 4
London, City of, First School	- - -	- - -	- - -	5,343 0 11
London, City of, Second School (Shoe Lane, Holborn)	- 2	71 10 0	1858	13 8 4½
London, City of, Fourth School (Fire Ball Court, Houndsditch)	- 3	55 6 8	1858	6 1 7½
London, Tower Ward Charity School	9	- - -	- - -	560 13 8
Maida Hill Industrial Refuge	- 3	- - -	- - -	80 12 6
Martin's, St., in the Fields, (Adelaide Place)	- N.S. 4	60 0 0	1855	- - -
Martin's, St., in the Fields, Northern	- N.S. 4	629 0 0	1855	7 1 4½
" " " "	- " "	234 1 6	1855	- - -
" " " "	- " "	471 0 0	1859	- - -
Mary-le-bone (Bell Street), Rag- ged School	4	- - -	- - -	87 3 0
Mary-le-bone, Central	- N.S. 5	2,500 0 0	1859	- - -
Mary-le-bone, Bryanstone Square	R.C. 1	- - -	- - -	720 18 2
Mary-le-bone, Christ's Chapel	- N.S. 10	*165 0 0	1837	15 11 8½
" " " "	- " "	25 0 0	1848	128 2 0
" " " "	- " "	42 0 0	1857	1,432 1 8
Mary-le-bone, Ch. Ch.	- N.S. 10	- - -	- - -	- - -
Mary-le-bone, Ch. Ch., Manning Place	- N.S. 10	- - -	- - -	29 14 1½
Mary-le-bone, All Souls, Eastern, Boys and Girls	- N.S. 9	- - -	- - -	1,933 5 0
Mary-le-bone, Grotto Passage Ragged School	- 2	- - -	- - -	7 10 0
Mary-le-bone, Hill Street, Dorset Square, Reformatory	- - -	- - -	- - -	17 8 8½
Mary-le-bone, Nutford Place St. Luke's	- N.S. 4	1,465 0 0	1861	- - -
Mary-le-bone, Presbyterian Sch.	- - -	- - -	- - -	2,743 5 8
Mary-le-bone, Quebec Cha- pel, Girls'	- N.S. 5	- - -	- - -	789 19 4
Mary-le-bone, St. James'	- R.C. 1	- - -	- - -	- - -
Mary-le-bone, St. Mark's	- N.S. 3	- - -	- - -	828 10 0
Mary-le-bone, St. Mary's, West- ern	- N.S. 3	- - -	- - -	- - -
Mary-le-bone, St. Matthew's	- N.S. 10	- - -	- - -	16 19 10½
Mary-le-bone, Trinity	- N.S. -	- - -	- - -	1 9 11½
Mary-le-bone	- P.U. 4	- - -	- - -	10 11 8½
Mary-le-bone Church School- masters' Association	- - -	- - -	- - -	8 14 3½
Metropolitan, West, Jews School (Red Lion Square)	- 1	- - -	- - -	4 12 7½
Mile End New Town (Church Street)	- B.S. 5	- - -	- - -	20 11 7
Milwall	- B.S. -	252 0 0	1848	- - -
Mimms, South	- N.S. -	*75 0 0	1837	- - -
Moor Street, Edgware Road	- R.C. -	- - -	- - -	3 6 8½
Muswell Hill, St. James'	- N.S. 7	112 10 0	1850	2 1 8½
" " " "	- " "	5 10 0	1858	- - -
New "North Road, Mintern Street, Hoxton	- Wes. 2	1,360 0 0	1856	31 19 2½
Northwood	- Ch. of E. 3	- - -	- - -	a13 0 0
Norland and Kensington Pot- teries	- N.S. 1	150 0 0	1843	- - -
Notting Hill, St. John's	- Ch. of E. 9	- - -	- - -	2 13 7
Notting Hill, Horbury	- B.S. 2	- - -	- - -	3 4 2½
Notting Hill, St. Francis'	- R.C. 4	- - -	- - -	- - -
Notting Hill, St. Peter's	- N.S. 2	- - -	- - -	- - -
Old Street Road, St. Mark's	- N.S. 5	410 0 0	1857	17 12 2½
Old Ford, St. Stephen's	- N.S. 5	384 0 0	1859	a6 13 4
Paddington, All Saints'	- N.S. 12	180 0 0	1852	- - -
Paddington Green, St. Mary's	- N.S. 11	*250 0 0	1834	- - -
				60 15 0
				1,143 5 4
				2,021 5 4

a Scientific apparatus.



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MIDDLESEX— <i>cont.</i>				
Paddington, Harrow Road, Woodfield District - N.S. 3	- - -	- - -	1 13 8½	161 10 8
Paddington, Home Reformatory - 2	- - -	- - -	- - -	551 10 4
Paddington, St. John's - N.S. 12	- - -	- - -	14 3 9½	1,813 2 11
Paddington, St. Stephen's - N.S. 2	628 0 0	1859	15 15 8	156 8 4
Pancras, St. - N.S. 4	- - -	- - -	13 11 3	3,071 8 8
Pancras, St., Brook Street, New Road, Reformatory - - -	- - -	- - -	- - -	205 8 0
Pancras, St., Christ's Ch. - N.S. 4	*320 0 0	1838	32 1 3½	2,768 2 8
" " - - -	33 6 8	1852	- - -	- - -
" " - - -	27 18 4	1853	- - -	- - -
" " - - -	157 16 0	1857	- - -	- - -
" " - - -	26 10 4	1853	- - -	- - -
Pancras, St., Euston Road, In- dustrial Boys' Home - - 4	- - -	- - -	- - -	836 16 8
Pancras, St., St. John the Evangelist's - N.S. 6	3,000 0 0	1860	20 9 6	943 3 0
Pancras, St., Holy Trinity - N.S. 4	819 0 0	1851	22 6 8½	1,707 17 10
" " - - -	182 10 0	1860	- - -	- - -
Pancras, St., Percy Chapel, The Russell School - - - 9	*50 0 0	1835	6 0 11½	603 15 0
" " - - -	6 10 0	1850	- - -	- - -
Pancras, St., The Regent Square National and Infant Schools (Dutton Street) - - - 10	300 0 0	1841	17 19 8½	2,512 9 0
" " " - - -	250 0 0	1842	- - -	- - -
" " " - - -	45 0 0	1849	- - -	- - -
" " " - - -	45 0 0	1852	- - -	- - -
Pancras, St., Woburn Chapel - Epis. 9	- - -	- - -	10 14 5½	563 7 4
Pentonville, Infants - Ch. of E. 10	- - -	- - -	2 1 11	281 10 0
Pimlico, St. Barnabas' - N.S. 1	400 0 0	1847	9 17 9	794 18 2
" " - - -	10 0 0	1854	- - -	- - -
Pimlico, Eaton Chapel - N.S. 2	- - -	- - -	- - -	122 5 4
Pimlico, Ebury Street - Mixed Sch. -	- - -	- - -	- - -	12 10 0
Pimlico, St. Michael's - N.S. 2	355 0 0	1850	25 12 6½	2,063 10 4
" " - - -	708 0 0	1857	29 10 0	- - -
Pimlico, St. Peter's - N.S. 12	- - -	- - -	12 11 3	1,096 10 8
Ponder's End - N.S. -	85 0 0	1841	- - -	- - -
Poplar and Blackwall, Free - B.S. 4	- - -	- - -	37 14 3½	834 11 2
Poplar (Regent Street) - B.S. 7	- - -	- - -	- - -	877 4 0
Poplar, All Saints' (Wade Street) R.C. 1	- - -	- - -	8 3 3	832 0 8
Portland (Riding House Street) Portland Place - B.S. 2	- - -	- - -	8 2 6½	12 16 8
Portland Town, Family Home - 2	- - -	- - -	- - -	313 11 11
Portman Chapel, East Street, Marylebone - Ch. of E. 4	1,358 14 0	1861	19 14 3	806 2 6
Portman Square - N.S. 4	- - -	- - -	6 2 3½	1,423 11 8
Portman Square, St. Thomas' - N.S. 5	- - -	- - -	- - -	309 18 4
Potter's Bar - N.S. 5	- - -	- - -	- - -	106 8 4
Queen Street, Great, - Wes. 5	1,700 0 0	1861	19 5 11	1,283 12 6
Radnor Street, St. Luke's (City Road) - Wes. 6	*225 0 0	1839	28 13 4	2,517 5 6
" " " - - -	222 0 0	1843	25 0 0	- - -
" " " - - -	24 0 0	1849	- - -	- - -
" " " - - -	21 0 0	1856	- - -	- - -
" " " - - -	670 0 0	1857	- - -	- - -
Ratcliff Cross, St. James' - N.S. -	150 0 0	1841	- - -	- - -
" " " - - -	100 0 0	1853	- - -	- - -
Saffron Hill, St. Peter's (Onslow Street) - N.S. 4	187 0 0	1853	14 19 6	1,170 8 8
Sepulchre's, St., Boys and Girls (Greenhill Rents, Cowcross by Smithfield Bars) - Par. 12	- - -	- - -	4 19 7½	177 5 0
Sepulchre's, St. (Within) Ball's Court, Giltspur St., Snow Hill N.S. 12	22 10 0	1848	5 0 0	431 13 0
St. Sepulchre's, Girls (38 King Street, Snow Hill) - N.S. 12	- - -	- - -	7 7 10½	201 13 0
Shepherd's Bush, St. Stephen's N.S. 5	- - -	- - -	11 2 1	624 19 4
Shepherd's Bush, St. Stephen's (Latimore Road) - Par. 5	- - -	- - -	- - -	8 10 0

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MIDDLESEX—cont.				
Shepperton - - - - - N.S. 6	£ s. d.		£ s. d.	£ s. d.
Shoreditch, St. Leonard's - - N.S. -	125 0 0	1861	4 10 4	101 7 0
Shoreditch, St. Leonard's - - P.U. 12	- - - - -	- - - - -	- - - - -	52 2 0
Somers Town - - - - - B.S. 6	320 5 0	1854	24 7 10½	39 15 0
Somers Town, Grenville Street R.C. 6	- - - - -	- - - - -	- - - - -	2,004 18 6
Somers Town, Middlesex Street Pres. 5	- - - - -	- - - - -	9 19 11½	124 10 0
Soho, Greek Street - - - - - R.C. -	- - - - -	- - - - -	- - - - -	362 2 8
Soho, St. Mary the Virgin's Ch. of E. 2	- - - - -	- - - - -	- - - - -	289 0 0
Soho, St. Patrick's (Tudor Place) - - - - - R.C. 2	- - - - -	- - - - -	4 7 10½	4 13 4
Southall - - - - - N.S. -	64 10 0	1852	- - - - -	714 7 4
Southgate - - - - - N.S. 5	- - - - -	- - - - -	3 6 4½	305 3 0
Spital, St. Mary's - - - - - N.S. -	642 15 0	1854	- - - - -	- - - - -
Spitalfields - - - - - Par. 9	52 10 0	1859	17 3 8½	682 6 0
" - - - - - " - - - - - " - 4	- - - - -	- - - - -	13 6 8	- - - - -
Spitalfields, Refuge for Girls - - - - -	- - - - -	- - - - -	- - - - -	559 1 10
Spitalfields, St. Ann's (Osborne Place) - - - - - R.C. 1	- - - - -	- - - - -	4 6 1½	172 4 8
Spitalfields, St. Ann's (Princes Street) - - - - - R.C. -	- - - - -	- - - - -	3 7 2½	148 6 0
Spitalfields (Spicer Street), Boys Free - - - - - R.C. -	- - - - -	- - - - -	2 11 7	237 3 4
Spitalfields (Spicer Street,) Unitarian Domestic Mission Sch. 7	- - - - -	- - - - -	6 3 10½	345 17 8
Spitalfields (Wood Street) - B.S. 6	400 0 0	1841	15 0 1	1,421 5 0
" - - - - - " - - - - - " - 6	115 13 4	1856	- - - - -	- - - - -
Spitalfields (Bell Lane) Jews' Sch. 6	- - - - -	- - - - -	55 9 11	1,959 14 8
Spitalfields, King Edward's School 2	- - - - -	- - - - -	12 16 9½	289 11 8
Spring Grove - - - - - N.S. 6	884 0 0	1860	- - - - -	43 13 4
Staines - - - - - N.S. 5	42 10 0	1859	10 14 7	1,125 5 3
" - - - - - " - - - - - " - 3	- - - - -	- - - - -	13 6 8	- - - - -
Staines, Infant - - - - - " - - - - -	- - - - -	- - - - -	- - - - -	14 3 4
Starch Green - - - - - B.S. -	- - - - -	- - - - -	- - - - -	7 10 0
Stepney - - - - - P.U. 5	- - - - -	- - - - -	- - - - -	339 6 8
Stepney, All Saints' - - - - - N.S. 9	400 0 0	1841	17 19 9½	1,531 13 4
" - - - - - " - - - - - " - -	19 7 0	1861	- - - - -	- - - - -
Stepney, Holy Trinity - - - - - N.S. 9	350 0 0	1845	46 17 4½	2,079 2 4
" - - - - - " - - - - - " - -	150 0 0	1849	- - - - -	- - - - -
" - - - - - " - - - - - " - -	20 0 0	1857	- - - - -	- - - - -
" - - - - - " - - - - - " - -	11 10 0	1858	- - - - -	- - - - -
Stepney, St. Paul's - - - - - N.S. 8	1,450 0 0	1860	- - - - -	121 0 8
Stepney, St. Peter's - - - - - N.S. 10	50 0 0	1841	17 15 0	1,550 18 6
Stepney, St. Philip's - - - - - N.S. -	450 0 0	1845	- - - - -	- - - - -
Stepney, Red Coat, Endowed Sch. 10	*200 0 0	1839	34 15 2½	1,600 4 2
" - - - - - " - - - - - " - -	32 13 0	1849	- - - - -	- - - - -
" - - - - - " - - - - - " - -	46 0 0	1855	- - - - -	- - - - -
Stepney (Redman's Row), Infants N.S. 10	- - - - -	- - - - -	- - - - -	479 0 0
Stepney, St. Thomas' - - - - - N.S. 10	400 0 0	1844	47 4 0½	3,464 13 10
" - - - - - " - - - - - " - -	100 0 0	1847	- - - - -	- - - - -
" - - - - - " - - - - - " - -	155 0 0	1848	- - - - -	- - - - -
" - - - - - " - - - - - " - -	6 13 4	1851	- - - - -	- - - - -
" - - - - - " - - - - - " - -	18 6 3	1851	- - - - -	- - - - -
" - - - - - " - - - - - " - -	3 15 0	1856	- - - - -	- - - - -
" - - - - - " - - - - - " - -	285 0 0	1856	- - - - -	- - - - -
Stoke Newington - - - - - N.S. 11	- - - - -	- - - - -	5 0 1	689 4 10
Stoke Newington - - - - - B.S. -	*200 0 0	1838	- - - - -	- - - - -
Stoke Newington - - - - - Wes. 12	- - - - -	- - - - -	4 18 9½	224 10 4
" - - - - - " - - - - - " - -	- - - - -	- - - - -	10 13 4	- - - - -
Sudbury-in-Harrow, Industrial School - - - - - Ch. of E. -	75 0 0	1856	- - - - -	- - - - -
Sunbury - - - - - B.S. -	*50 0 0	1836	- - - - -	- - - - -
Sunbury - - - - - Par. 10	- - - - -	- - - - -	- - - - -	451 17 8
Teddington, Public - - - - - N.S. 4	- - - - -	- - - - -	3 1 6½	222 3 0
Titchbourne Court, Industrial - - - - -	- - - - -	- - - - -	- - - - -	47 16 3
Tollington Park, St. Mark's N.S. 4	- - - - -	- - - - -	2 19 2½	170 14 0
Tottenham - - - - - N.S. 7	72 0 0	1842	8 18 1	510 11 4
" - - - - - " - - - - - " - -	3 12 4	1849	- - - - -	- - - - -
" - - - - - " - - - - - " - -	79 0 0	1859	- - - - -	- - - - -
Tottenham, Asylum, Girls - - N.S. 6	- - - - -	- - - - -	2 0 0	741 8 1
Tottenham, Girls - - - - - B.S. 5	- - - - -	- - - - -	2 14 4	259 2 8

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
MIDDLESEX—cont.				
Tottenham Green, Industrial Sch. - 6	£ s. d.		£ s. d.	£ s. d.
Tottenham Hanger Lane, (Hermitage) Infants - Ch. of E. 7	311 0 0	1859	- - -	141 8 4
Tottenham, High Cross Trinity District Infant - N.S. 6	93 0 0	1848	- - -	41 0 0
Tottenham, Lancasterian School - 5	- - -	- - -	8 8 9½	117 5 4
Trent (Enfield) - Ch. of E. 6	285 16 0	1859	1 13 4	595 19 4
Turnham Green, Boys - N.S. 12	- - -	- - -	- - -	30 16 0
Turnham Green, Infants - N.S. 12	100 0 0	1850	4 0 5	75 17 4
Twickenham Common (Archdeacon Cambridge's) - N.S. 5	90 0 0	1842	9 4 0½	181 2 4
" " - " - - -	45 0 0	1849	- - -	821 18 10
" " - " - - -	143 0 0	1857	- - -	- - -
Twickenham Montpelier - Ch. of E. 6	- - -	- - -	- - -	40 3 4
Twickenham - Parl. 3	- - -	- - -	- - -	15 6 8
Twig Folly (Bethnal Green) - B.S. -	*250 0 0	1836	- - -	- - -
Uxbridge - B.S. 6	*100 0 0	1836	4 1 8½	271 17 2
Uxbridge Moor, St. John's - N.S. -	94 0 0	1847	- - -	- - -
" " - " - - -	70 0 0	1853	- - -	- - -
Walham Green, or Fulham, St. John's - N.S. 5	*175 0 0	1836	5 2 5½	843 8 4
" " - " - - -	100 0 0	1847	- - -	- - -
" " - " - - -	261 0 0	1858	- - -	- - -
Wapping (Gravel Lane) - Wes. 5	- - -	- - -	6 7 2½	450 6 0
Wapping, St. John's - B.S. -	*175 0 0	1835	- - -	- - -
Wembley, - Ch. of E. 7	- - -	- - -	1 13 4½	23 5 0
Westbourne - N.S. 11	- - -	- - -	16 0 10½	1,310 4 11
Westminster, (Archbishop Tenison's School) - 10	- - -	- - -	7 3 3½	383 0 0
Westminster, Blue Coat School - -	- - -	- - -	- - -	40 0 0
Westminster Chapel, Congregational School - 12	- - -	- - -	6 9 6½	263 9 8
Westminster, Ch. Ch. (Broadway) N.S. 2	500 0 0	1847	12 1 4	854 12 0
" " - " - - -	35 7 0	1858	- - -	- - -
Westminster, Church School - masters' Association - -	- - -	- - -	2 15 0	- - -
Westminster, Coburg Row Ragged School - 2	- - -	- - -	- - -	408 18 11
Westminster, Curzon Chapel - N.S. 10	- - -	- - -	10 18 9½	979 15 4
Westminster, Dacre Street Reformatory - -	- - -	- - -	- - -	166 10 0
Westminster, Hanover Square, St. George's District - N.S. 9	- - -	- - -	- - -	1,136 13 4
Westminster, Hanover Square, St. George's United Day Sch. - 9	- - -	- - -	- - -	1,307 3 4
Westminster, Knightsbridge, All Saints' - N.S. 1	- - -	- - -	- - -	448 9 0
Westminster, National Society's Central School - 3	a - - -	- - -	- - -	950 18 0
Westminster, National Society's Central (Organizing Masters) - 1	- - -	- - -	- - -	154 0 0
Westminster, Old Pye Street Sch. - 2	- - -	- - -	- - -	736 17 3
Westminster, Soho, St. Anne's - N.S. 2	43 3 4	1859	17 9 1½	796 17 2
Westminster, South Molton Lane R.C. 4	- - -	- - -	- - -	89 9 0
Westminster, St. Clement Danes - N.S. 3	- - -	- - -	- - -	174 18 4
Westminster, St. Edward's - R.C. 3	- - -	- - -	3 2 6	211 3 4
Westminster, St. James', Marshall Street - N.S. 1	- - -	- - -	35 1 9½	3,345 11 10
Westminster, St. James' Offertory Sch., Swallow St., Piccadilly 1	*50 0 0	1839	9 17 3½	573 18 4
Westminster, St. Luke's (Berwick Street) - N.S. 1	*250 0 0	1839	12 8 5½	235 7 0
Westminster, St. Margaret's and St. John's - N.S. 1	*600 0 0	1835	5 16 11	1,740 0 10
Westminster, St. Margaret's (Tot Hill Street) - Ch. of E. -	1,104 0 0	1861	- - -	- - -
Westminster, St. Matthew's (Great Peter Street) - N.S. 5	2,381 0 0	1859	6 5 2	406 15 2
Westminster, St. Mary's - R.C. 2	1,000 0 0	1858	15 2 1½	780 14 5

*a* The children of this school are transferred to St. Margaret's New Schools in Tothill Street.  
*z* School now used for children of St. John's parish.



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	Amount.	Date of Payment.		
MIDDLESEX—cont.				
Westminster, St. Stephen's (Rochester Row) - N.S. 1	£ s. d.		£ s. d.	£ s. d.
Westminster, Tothill Fields, St. Mary's (Vincent Square) - N.S. 1	736 0 0 6 15 0	1850 1857	37 11 8½	3,126 7 2 2,529 6 0
Westminster, Wesleyan Prac- tising School - - - 1	2,500 0 0 150 0 0	1852 1855	78 4 5½	4,336 11 6
Whetstone, St. John's - - - N.S. 5	- - -	- - -	- - -	15 14 0
Whitechapel - - - P.U.	- - -	- - -	- - -	201 6 8
Whitechapel Probationary Refuge -	- - -	- - -	- - -	235 1 0
Whitechapel, Refuge, Industrial School - - - 4	- - -	- - -	- - -	2,096 2 9
Whitechapel, St. Mark's - N.S. 11	200 0 0 204 0 0	1842 1845	7 2 4½ a10 0 0	1,058 7 8
Whitechapel, St. Jude's - N.S.	302 0 0	1847	- - -	- - -
Whitechapel, Society's - N.S. 3	- - -	- - -	3 0 9½	830 17 4
Whitecross Place (Wilson Street, Finsbury) - B.S.	452 0 0	1843	- - -	- - -
Whitlands, Female Practising School - - -	600 0 0	1856	10 3 4½	- - -
Whitlands, Lower, Practising School - - - 1	- - -	- - -	- - -	314 16 2
Whitlands, Upper, Model Sch. - 1	- - -	- - -	- - -	801 10 8
Whitton, Industrial School - 5	397 10 4	1853	2 0 0	75 4 8
Willesden, - - - Ch. of E.	250 0 0	1858	- - -	- - -
Winchmore Hill - - - N.S. 5	790 0 0	1860	1 17 6½	21 15 4
Wycliffe Chapel, Philpot Street, Commercial Road - - - B.S.	*150 0 0	1835	- - -	- - -
Yeading - - - N.S.	17 15 0	1860	- - -	- - -
MONMOUTHSHIRE.				
Abergavenny - - - N.S. 10	350 0 0	1849	11 9 1½	1,018 0 0
Abergavenny, Opr Lady and St. Michael's - - - R.C. 6	- - -	- - -	1 2 3	133 18 4
Abersychan Works - - - N.S. 10	1,825 0 0	1860	18 12 10	116 7 5
Abertillery - - - N.S. 10	588 0 0	1856	6 5 0½	202 6 0
Abertillery - - - B.S. 10	- - -	- - -	a8 10 0	- - -
Beaufort (The) - - - B.S. 10	- - -	- - -	8 10 9½	425 9 8
Beaufort, Dr. Bevan's - - - B.S. 8	b- - -	- - -	5 1 0½	487 18 0
Blackwood - - - B.S. 10	224 0 0	1846	- - -	16 17 8
" - - - " - - -	53 6 8	1857	2 1 8	65 2 6
Blaenafon Endowed School - -	155 0 0	1861	- - -	- - -
Blaenafon - - - N.S. 11	115 0 0	1849	2 13 7½	454 15 7
Blaina, Infant - - - N.S. 10	- - -	- - -	- - -	81 17 11
Blaina - - - B.S. 10	- - -	- - -	32 2 5½	2,437 0 2
Chapel Hill and Tintern Parva - N.S. 7	- - -	- - -	- - -	30 0 0
Chepstow - - - N.S. 10	*64 0 0	1836	11 11 10½	711 14 6
" - - - " - - -	40 0 0	1858	- - -	- - -
Chepstow, Infants - - - N.S.	150 0 0	1853	- - -	- - -
Court-y-bella - - - N.S. 10	700 0 0	1842	21 14 9½	1,482 0 4
Crumlin and Llanhilleth - N.S. 11	120 0 0	1846	1 13 4	7 1 0
" - - - " - - -	75 0 0	1848	- - -	- - -
Cwmbran - - - B.S. 10	- - -	- - -	5 0 8½	88 6 0
Cwmbran - - - N.S. -	538 0 0	1860	- - -	- - -
Cwmyoy - - - N.S.	140 0 0	1858	- - -	- - -
Earlswood - - - Ch. of E. 6	- - -	- - -	- - -	4 5 0
Ebbw Vale Works - - - B.S. 10	- - -	- - -	10 10 10½	840 0 0
Ebbw Vale, Victoria - - - B.S. 10	- - -	- - -	3 5 0½	217 18 8
Garn - - - Infant 10	- - -	- - -	- - -	2 10 0
Goytre - - - N.S.	65 0 0	1852	- - -	- - -
" - - - " - - -	74 0 0	1854	- - -	- - -
Grosmont, Endowed School - - 10	- - -	- - -	- - -	44 19 0
Llanarth - - - N.S. 10	*50 0 0	1837	2 10 8½	731 14 0
" - - - " - - -	181 0 0	1859	- - -	- - -
Llandeud - - - Ch. of E.	59 0 0	1857	- - -	- - -
Llangattock, Lingoed (James Davies') - - - N.S.	45 0 0	1848	- - -	- - -

a Scientific apparatus.

b Now merged into Beaufort B.S.

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	Amount.	Date of Payment.		
MONMOUTHSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Llantarnan - - - - - B.S. 11	- - - - -	- - - - -	- - - - -	13 13 1
Llantrissant - - - - - N.S.	85 0 0	1849	- - - - -	- - - - -
Llanwenarth - - - - - N.S. 10	50 0 0	1844	1 0 0	8 5 0
" - - - - - "	6 3 6	1858	- - - - -	- - - - -
Magor - - - - - N.S.	203 0 0	1858	3 3 5	- - - - -
Mamhilad and Llanvihangel - - - - - N.S.	153 0 0	1853	- - - - -	- - - - -
Marshfield - - - - - N.S.	233 0 0	1860	- - - - -	- - - - -
Monmouth - - - - - N.S.	370 13 4	1856	2 6 11	- - - - -
Nantyglo - - - - - N.S. 10	- - - - -	- - - - -	- - - - -	27 16 0
Newport-on-Usk - - - - - N.S. 10	*275 0 0	1840	23 13 2½	1,933 5 0
" - - - - - "	46 0 0	1855	- - - - -	- - - - -
" - - - - - "	87 5 0	1858	- - - - -	- - - - -
Newport-on-Usk - - - - - B.S.	*75 0 0	1836	- - - - -	- - - - -
Newport-on-Usk, Infants - - - - - R.C.	520 0 0	1857	16 11 3½	- - - - -
Newport-on-Usk, St. Mary's - - - - - R.C. 5	- - - - -	- - - - -	9 13 5½	1,751 14 8
Pillgwenilly, Boys - - - - - N.S. 10	- - - - -	- - - - -	2 2 3	6 5 0
Pillgwenilly, Trinity, Girls School - - - - - 10	- - - - -	- - - - -	- - - - -	109 5 0
Pontnewynydd - - - - - N.S. 10	300 0 0	1846	8 19 7	714 19 0
" - - - - - "	38 14 0	1854	- - - - -	- - - - -
" - - - - - "	12 13 8	1855	- - - - -	- - - - -
" - - - - - "	14 0 0	1857	- - - - -	- - - - -
Pontygof, Girls - - - - - B.S. 10	- - - - -	- - - - -	9 3 3½	528 5 8
Pontymoile - - - - - N.S. 10	843 0 0	1860	8 6 8½	104 3 6
Pontypool, Charity - - - - - N.S. 10	*114 0 0	1840	12 0 1½	1,593 8 10
" - - - - - "	121 15 10	1852	- - - - -	- - - - -
" - - - - - "	120 0 0	1860	- - - - -	- - - - -
Raglan - - - - - N.S. 10	- - - - -	- - - - -	- - - - -	14 11 0
Rhymney Iron Works - - - - - B.S. 10	- - - - -	- - - - -	20 7 9	624 13 8
Rhymney Iron Works - - - - - N.S. 8	- - - - -	- - - - -	7 7 1½	679 19 0
Risca - - - - - B.S. 10	- - - - -	- - - - -	4 0 2½	351 8 8
Rockfield - - - - - N.S. 10	- - - - -	- - - - -	- - - - -	1 10 0
Shirenewton - - - - - Ch. of E. 6	- - - - -	- - - - -	- - - - -	3 15 0
Sirhowy - - - - - B.S. 10	- - - - -	- - - - -	8 4 2½	661 7 4
Skenfretth - - - - - N.S.	24 0 0	1843	- - - - -	- - - - -
" - - - - - "	21 0 0	1851	- - - - -	- - - - -
Shirenewton, Earlswood Com- mon - - - - - Ch. of E.	244 0 0	1861	- - - - -	- - - - -
Tintern Abbey - - - - - N.S.	*70 0 0	1840	- - - - -	- - - - -
Tredgar, New - - - - - B.S. 5	- - - - -	- - - - -	1 17 7	43 6 8
Tydee Tin Works School - - - - - 10	- - - - -	- - - - -	- - - - -	143 18 6
Usk, Endowed School - - - - -	- - - - -	- - - - -	7 15 2	- - - - -
NORFOLK.				
Acle - - - - - Par. 11	- - - - -	- - - - -	8 8 4½	54 0 0
Alburgh - - - - - N.S.	75 0 0	1848	- - - - -	- - - - -
Aldeby - - - - - N.S.	36 0 0	1841	- - - - -	- - - - -
Ashwicken and Leziate - - - - - N.S. 2	181 0 0	1856	- - - - -	68 18 4
Aylsham - - - - - N.S. 11	175 0 0	1849	3 19 2½	146 8 4
Bacton - - - - - N.S. 11	179 0 0	1860	- - - - -	63 9 0
Banham Rectory School - - - - -	- - - - -	- - - - -	2 0 0½	- - - - -
Barnham Broome - - - - - N.S. 10	66 10 0	1842	- - - - -	123 1 8
" - - - - - "	29 16 0	1860	- - - - -	- - - - -
Barnham Rectory - - - - - N.S. 3	- - - - -	- - - - -	- - - - -	3 18 0
Beighton - - - - - N.S.	100 0 0	1857	- - - - -	- - - - -
Bergh Apton - - - - - N.S. 10	- - - - -	- - - - -	1 16 7	262 8 0
Bilney, West - - - - - N.S.	*70 0 0	1834	- - - - -	- - - - -
Binham, Mixed School - - - - - 11	- - - - -	- - - - -	- - - - -	25 5 6
Bradenham, West District - - - - - N.S. 11	382 8 0	1854	6 8 6½	91 18 0
" - - - - - "	240 0 0	1856	- - - - -	- - - - -
" - - - - - "	17 10 0	1858	- - - - -	- - - - -
Brisley - - - - - N.S. 10	50 0 0	1844	- - - - -	2 6 0
" - - - - - "	22 0 0	1847	- - - - -	- - - - -
" - - - - - "	16 0 0	1859	- - - - -	- - - - -
Briston - - - - - N.S.	65 0 0	1845	- - - - -	- - - - -
Brookdish - - - - - N.S.	34 0 0	1845	- - - - -	- - - - -
Brooke - - - - - N.S.	*80 0 0	1838	- - - - -	- - - - -
Buckenham, New - - - - - N.S.	- - - - -	- - - - -	1 13 4	- - - - -
Burnham, Westgate - - - - - N.S. 10	320 0 0	1851	5 6 5	710 12 0

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NORFOLK—cont.				
Buxton, Mixed - - - - -	- B.S. 4	- - - - -	- - - - -	£ s. d. 11 19 0
Caister - - - - -	- Par. 11	100 0 0	1850	3 12 6
Caister, Infants' School - - -	- " -	41 0 0	1858	195 10 0
Carbrooke - - - - -	- N.S. 11	*29 0 0	1834	- - - - -
Carleton, Forehoe - - - - -	- N.S. 2	32 0 0	1860	- - - - -
Castle Acre - - - - -	- N.S. -	72 7 0	1840	- - - - -
Castle Rising - - - - -	- N.S. 1	- - - - -	- - - - -	92 3 0
Caston - - - - -	- N.S. 11	- - - - -	- - - - -	10 16 8
Catfield - - - - -	- N.S. -	- - - - -	- - - - -	359 17 0
Catton, (New) - - - - -	Ch. of E 10	63 0 0	1854	64 1 8
Chedgrave - - - - -	- N.S. 11	216 0 0	1860	1 12 11½
" - - - - -	- " -	50 0 0	1844	1 0 0
Claxton and Hellington - - -	- N.S. -	236 0 0	1858	2 12 10½
Clenchwarton - - - - -	- N.S. -	45 0 0	1848	3 1 1
Cley (next the Sea) - - - - -	- B.S. 4	73 0 0	1846	18 5 0
Coltishall - - - - -	- N.S. -	288 0 0	1860	263 0 0
Colton - - - - -	- N.S. -	100 0 0	1847	- - - - -
Costessy - - - - -	- B.S. 4	105 0 0	1855	- - - - -
Costessy - - - - -	- N.S. -	*65 0 0	1837	- - - - -
Creake, North - - - - -	- N.S. 11	*50 0 0	1836	21 2 0
Creake, South, Charity - - -	- N.S. -	- - - - -	- - - - -	- - - - -
Croxton - - - - -	- N.S. -	121 0 0	1860	3 13 11
Denton - - - - -	- N.S. 10	50 0 0	1847	1 14 11
" - - - - -	- " -	64 10 0	1841	- - - - -
Deopham - - - - -	- N.S. 10	25 0 0	1856	86 0 0
Dereham, East - - - - -	- B.S. 11	16 5 0	1861	- - - - -
" - - - - -	- " -	190 0 0	1841	2 17 10
Dereham, East - - - - -	- N.S. 11	30 0 0	1843	- - - - -
" - - - - -	- " -	140 0 0	1841	3 7 9
" - - - - -	- " -	27 6 0	1859	223 7 6
" - - - - -	- " -	21 0 0	1861	- - - - -
Dereham, West - - - - -	- N.S. 2	- - - - -	- - - - -	12 5 0
Diss - - - - -	- B.S. 4	285 8 0	1861	- - - - -
Diss - - - - -	- N.S. 11	107 17 5	1848	- - - - -
Ditchingham - - - - -	- N.S. 10	*50 0 0	1840	2 10 11½
" - - - - -	- " -	50 0 0	1846	4 17 2½
" - - - - -	- " -	31 0 0	1852	159 6 0
" - - - - -	- " -	4 15 0	1860	- - - - -
Docking - - - - -	- Par. 5	400 0 0	1861	- - - - -
Downham Market - - - - -	- N.S. 12	162 10 0	1842	6 7 11
" - - - - -	- " -	17 17 0	1852	8 2 8½
" - - - - -	- " -	24 0 0	1857	145 13 4
Dunham, Little - - - - -	- N.S. -	- - - - -	- - - - -	573 13 0
Elmham, North - - - - -	- N.S. -	*30 0 0	1838	1 1 8½
Emneth - - - - -	- N.S. 2	259 0 0	1860	- - - - -
Fakenham - - - - -	- N.S. 11	200 0 0	1849	- - - - -
" - - - - -	- " -	135 0 4	1854	8 1 11
Fakenham - - - - -	- B.S. -	183 0 0	1845	- - - - -
" - - - - -	- " -	120 0 0	1848	- - - - -
Fincham - - - - -	- N.S. 2	120 0 0	1849	3 5 6
" - - - - -	- " -	14 0 0	1861	28 11 0
Fornsett, St. Mary's - - - - -	- N.S. 11	- - - - -	- - - - -	1 9 7½
Fornsett, St. Peter's - - - -	- N.S. 10	99 0 0	1848	- - - - -
" - - - - -	- " -	3 10 10	1857	87 6 8
Foulsham - - - - -	- N.S. -	*90 0 0	1838	109 12 8
Framingham, Earl - - - - -	- N.S. -	60 0 0	1841	2 1 4
" - - - - -	- " -	32 0 0	1855	- - - - -
Freehorpe and Wickhampton -	- N.S. -	75 0 0	1848	1 9 6
Fritton and Morningthorpe -	- N.S. 12	45 0 0	1842	- - - - -
Gayton - - - - -	- N.S. -	73 13 4	1852	115 12 6
Gaywood - - - - -	- N.S. 2	154 0 0	1856	5 19 2
" - - - - -	- " -	77 0 0	1859	271 10 0
Geldestone - - - - -	- B.S. 4	- - - - -	- - - - -	261 16 6
Geldestone - - - - -	- N.S. -	*26 0 0	1835	- - - - -
Goderstone - - - - -	- N.S. -	60 0 0	1846	- - - - -
Halvergate - - - - -	- N.S. 10	202 8 9	1855	2 0 0½
Happisburgh - - - - -	- N.S. 11	254 0 0	1861	2 9 11½
Harpley - - - - -	- N.S. -	62 0 0	1846	92 3 8
Heigham (Potter) - - - - -	- N.S. -	70 0 0	1846	19 6 8
Heigham - - - - -	- N.S. -	230 0 0	1849	1 10 8



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
NORFOLK—cont.				
Hempnall - - - - N.S.	150 0 0	1848		
Hethersett - - - - N.S. 11	280- 4 0	1861	- - -	98 18 0
Hilgay - - - - N.S.	*75 0 0	1838		
Hindolveston - - - - N.S.	75 0 0	1847		
Hindringham - - - - N.S.	55 0 0	1845		
Hingham - - - - N.S. 11	51 10 0	1842	- - -	224 17 4
" - - - - "	16 5 0	1860		
" - - - - "	7 3 6	1861		
Hockering - - - - Ch. of E.	- - -	- - -	- - -	20 1 8
Holme Hale - - - - N.S. 12	- - -	- - -	2 15 5½	
Hockwold-cum-Wilton - - - - N.S. 3	62 10 0	1841	8 4 11½	665 5 0
" - - - - "	4 14 0	1847		
" - - - - "	41 16 8	1855		
Holt - - - - N.S. 10	100 0 0	1843	2 3 6	244 13 0
" - - - - "	38 16 8	1859		
Holkham - - - - N.S. 11	- - -	- - -	3 5 0½	302 2 4
Horningham and East Tudden- ham - - - - N.S.	- - -	- - -	2 3 11	
Ingoldesthorpe - - - - Par. 2	- - -	- - -	- - -	5 5 0
Langham Episcopi School - - - - "	- - -	- - -	1 1 0	
Langley - - - - N.S. 11	- - -	- - -	2 5 10½	260 8 0
Lakenham, St. Mark's - - - - N.S. 11	150 0 0	1848	8 18 5½	1,508 18 10
" - - - - "	110 1 4	1853		
" - - - - "	19 6 4	1855		
" - - - - "	160 0 0	1858		
Litcham - - - - N.S. 2	- - -	- - -	2 12 10½	112 6 4
Loddon - - - - N.S. 11	- - -	- - -	1 13 4	58 2 4
Lynn and West Norfolk Church Schoolmasters' Association - - - - "	- - -	- - -	4 19 6	
Lynn, St. John's - - - - N.S. 2	47 0 0	1849	8 3 5½	1,162 5 6
" - - - - "	598 13 4	1854		
Lynn, King's - - - - B.S. 4	261 10 0	1842	23 10 5½	1,331 14 0
" - - - - "	200 0 0	1847		
" - - - - "	38 0 0	1855		
Lynn, North End, Infants - - - - 2	- - -	- - -	- - -	21 0 0
Lynn, St. Margaret's - - - - N.S. 2	441 15 0	1850	31 15 3½	1,797 10 11
" - - - - "	88 10 0	1853		
" - - - - "	102 0 0	1857		
Lynn, South, All Saints' - - - - N.S. 2	95 0 0	1843	12 8 6	1,589 13 4
" - - - - "	72 3 4	1852		
" - - - - "	35 0 0	1854		
" - - - - "	292 10 0	1858		
Marham - - - - N.S.	53 0 0	1843		
Marshall Reformatory - - - - 7	- - -	- - -	- - -	101 1 9
Marshland Smeeth - - - - N.S.	200 0 0	1858		
Martham - - - - N.S.	- - -	- - -	2 6 8	
Massingham - - - - N.S.	*50 0 0	1837		
Middleton (near King's Lynn) - N.S. 2	- - -	- - -	2 12 0	35 5 10
Mileham - - - - N.S.	*50 0 0	1835		
Mitford and Launditch - - - - P.U. 1	- - -	- - -	- - -	70 10 0
Norwich, Alderman Norman's Endowed School - - - - 2	- - -	- - -	- - -	1 5 0
Norwich (Miss Martineau's Female Industrial) - - - - 4	- - -	- - -	1 6 8½	114 12 6
Norwich, Model, Boys, (a) - - - - N.S. 11	185 0 0	1851	22 3 3½	2,186 18 0
Norwich, Model, Girls, (a) - - - - N.S. 11	- - -	- - -	6 5 0½	1,784 18 4
Norwich, Model, Infants' School - 11	- - -	- - -	- - -	97 2 6
Norwich, New City, (Union Place, Higham) - - - - B.S. 4	*100 0 0	1840	3 10 10	175 10 8
" - - - - "	50 0 0	1848		
" - - - - "	11 4 3	1859		
Norwich, Octagon Chapel - - - - B.S. 4	- - -	- - -	3 19 10½	575 6 0
Norwich, St. Augustine's - - - - N.S.	- - -	- - -	1 0 0	
Norwich, St. James' - - - - N.S. 2	- - -	- - -	- - -	29 2 0
Norwich, St. John de Sepul- chre, Infants - - - - N.S.	192 0 0	1860	4 12 8½	2 8 4
Norwich, St. Martin-at-Oak - - - - N.S. 2	340 0 0	1846	- - -	13 0 0
" - - - - "	24 0 0	1856		
Norwich, St. Martin-at-Palace - N.S. 2	- - -	- - -	2 10 2	10 1 0
Norwich, St. Miles, Sadds Yard B.S.	60 0 0	1840		

a In separate buildings of different tenure.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
NORFOLK—cont.					
Norwich, St. Saviour's	N.S. 2	- - -	- - -	- - -	60 5 0
Norwich, St. Stephen's	N.S. 10	- - -	- - -	18 11 11½	570 3 6
Norwich, St. Swithin's	N.S.	45 0 0	1842	- - -	- - -
Norwich, Willow Lane	R.C. 7	283 0 0	1860	3 10 0½	81 5 0
Ormesby	N.S.	83 0 0	1851	- - -	- - -
Outwell	N.S. 2	225 0 0	1848	3 4 7½	5 15 0
		71 5 0	1855	- - -	- - -
Pockthorpe, St. James'	N.S.	82 0 0	1845	1 4 0	- - -
		262 0 0	1858	- - -	- - -
Pulham, St. Mary Magdalen's	N.S.	132 0 0	1852	8 19 8½	- - -
Redenhall	N.S. 10	112 10 0	1849	1 6 8½	234 6 8
Reedham	N.S. 10	50 0 0	1845	- - -	239 10 0
"	"	11 4 0	1855	- - -	- - -
"	"	16 10 0	1861	- - -	- - -
Reepham, St. Mary's	N.S. 12	- - -	- - -	5 6 8	462 6 8
Rockland, All Saints'	N.S. 11	35 0 0	1853	- - -	4 19 0
Rockland, St. Mary's	N.S.	36 0 0	1841	0 13 4	- - -
Rudham (East and West)	Ch. of E. 2	384 0 0	1860	- - -	9 12 0
Runceton and Holme	N.S.	40 0 0	1840	- - -	- - -
Runceton, North	N.S. 3	- - -	- - -	- - -	74 10 0
Runham and Thrigby	N.S. 11	216 0 0	1856	2 12 10½	19 10 0
Runton	N.S. 11	- - -	- - -	4 0 0½	83 11 6
Rushall	N.S. 10	174 0 0	1860	1 12 10½	33 10 0
Ruston, East	N.S.	37 0 0	1846	- - -	- - -
Ryburgh, Great	N.S. 11	- - -	- - -	3 0 5	354 13 4
Saham Toney	N.S.	*35 0 0	1837	- - -	- - -
Salhouse	N.S.	60 0 0	1845	3 0 0	- - -
Saxlingham Thorpe and Sax-		- - -	- - -	- - -	- - -
lingham Nethergate	Ch. of E. 11	- - -	- - -	- - -	12 10 0
Scotrow	Ch. of E.	119 0 0	1860	- - -	- - -
Sculthorpe	N.S. 11	62 0 0	1841	2 7 8½	23 9 0
		29 0 0	1859	- - -	- - -
Sedgeford	Ch. of E. 2	- - -	- - -	- - -	131 3 8
Sheringham	N.S.	- - -	- - -	1 16 0½	- - -
Southery	N.S.	60 0 0	1844	- - -	- - -
Southwood and Limpenhoe	N.S.	26 10 0	1851	1 13 4½	- - -
Starston	N.S. 10	- - -	- - -	- - -	111 18 4
Stibbard	N.S.	143 10 0	1858	- - -	- - -
Stiffkey	N.S.	- - -	- - -	1 6 8	- - -
Surlingham	N.S.	*20 0 0	1838	- - -	- - -
Swafeld	N.S.	- - -	- - -	1 1 2	- - -
Swaffham	N.S.	*160 0 0	1839	- - -	- - -
Swanton Morley	N.S. 10	120 0 0	1852	- - -	7 10 0
Syderstone	N.S. 11	- - -	- - -	1 6 6½	233 1 8
Tatterset with Tatterford	N.S.	237 0 0	1858	- - -	- - -
Taverham	N.S. 12	70 0 0	1852	1 6 8½	9 3 4
Terrington, St. Clement's	N.S. 3	70 0 0	1844	5 9 2½	263 5 0
		14 0 0	1857	- - -	- - -
Thetford	B.S.	*75 0 0	1836	- - -	- - -
Thetford	N.S. 3	40 4 0	1859	4 14 8	243 1 8
Thornham	N.S. 2	- - -	- - -	- - -	259 4 4
Thorpe	N.S.	41 0 0	1841	- - -	- - -
Thorpe-Hamlet	N.S. 12	209 0 10	1854	3 6 8	142 8 8
		46 0 0	1858	- - -	- - -
Thurlton	N.S.	37 0 0	1840	- - -	- - -
Tilney, All Saints'	N.S. 12	130 0 0	1845	4 14 1	32 8 0
		16 9 0	1859	- - -	- - -
Tittleshall	Ch. of E. 10	- - -	- - -	- - -	91 0 0
Topcroft	N.S.	54 0 0	1848	- - -	- - -
Trowse Newton	N.S. 11	70 0 0	1846	- - -	6 10 0
Trunch	N.S. 11	52 0 0	1853	- - -	10 6 8
Walpole, St. Andrew's	N.S.	93 0 0	1849	- - -	- - -
Walsham, North	N.S. 11	187 0 0	1846	2 19 7½	6 16 0
Walsingham	N.S. 11	- - -	- - -	- - -	941 16 0
Walsingham, Little	N.S.	3 18 0	1851	9 7 3½	- - -
"	"	7 0 0	1854	- - -	- - -
"	"	21 0 0	1854	- - -	- - -
"	"	5 5 0	1855	- - -	- - -
Walsoken	N.S. 2	280 0 0	1858	- - -	74 15 9
Walton, West	N.S. 2	76 0 0	1844	3 5 9½	51 15 0

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	Amount.	Date of Payment.		
NORFOLK—cont.				
Watton - - - - N.S. 11	£ 83 0 0	1842	£ 8 4 10	£ 8 7 0
" - - - - " - - - - N.S.	45 17 0	1860		
Weasenham - - - - N.S.	349 0 0	1860		
Welborne - - - - N.S.	42 0 0	1847		
Wells - - - - B.S. 4	90 7 9	1861	2 14 10	39 3 8
Wicklewood - - - - N.S. 12	- - - -	- - - -	- - - -	21 13 0
Wiggenhall - - - - N.S.	65 0 0	1842	1 15 0	
Winch, East - - - - N.S.	50 0 0	1843		
Winch, West - - - - N.S.	*32 0 0	1838	1 9 0	
Winfarthing - - - - Ch. of E.	124 10 0	1855		
Winterton - - - - N.S. 11	169 0 0	1849	7 15 6	730 17 2
" - - - - " - - - - N.S. 11	102 14 6	1856		
Worstead - - - - N.S. 11	80 0 0	1845	4 2 3½	260 3 6
" - - - - " - - - - N.S. 11	141 15 0	1854		
Wertwell - - - - N.S. 11	- - - -	- - - -	- - - -	182 19 0
Wymondham - - - - N.S. 12	15 12 0	1858	1 10 7½	261 9 0
Yarmouth, Great - - - - B.S. 4	35 10 0	1856	19 10 0	1,089 5 0
" - - - - " - - - -	61 18 0	1860		
Yarmouth, Great, Blue Coat Sch. - - - -	- - - -	- - - -	1 11 0	
Yarmouth, Gt., Charity Ch. of E. 12	- - - -	- - - -	1 14 11½	451 1 8
Yarmouth, Great, St. John's - N.S.	300 0 0	1860	3 14 6½	
Yarmouth, Great, St. John's, Infants S. 12	- - - -	- - - -	- - - -	46 13 4
Yarmouth, Great, St. Nicholas' N.S. 12	720 10 0	1853	27 9 7½	2,022 13 4
" - - - - " - - - -	120 0 0	1859		
Yarmouth, Great, St. Peter's - N.S. 12	526 0 0	1851	32 7 3½	2,457 13 8
Yarmouth, Great, Schoolmasters' Association - - - -	- - - -	- - - -	4 0 0½	
Yaxham - - - - N.S.	60 0 0	1844		
" - - - - " - - - -	32 0 0	1850		
NORTHAMPTONSHIRE.				
Abthorpe - - - - Ch. of E. 11	- - - -	- - - -	1 0 0½	54 8 0
Barnack - - - - N.S. 11	- - - -	- - - -	- - - -	150 10 0
Braunton - - - - N.S. 11	90 0 0	1847	- - - -	27 10 0
Brabrooke - - - - N.S.	*25 0 0	1837	- - - -	
Brafield-on-the-Green - - - - N.S. 11	- - - -	- - - -	- - - -	234 11 8
Brigstock - - - - B.S. 3	- - - -	- - - -	- - - -	17 10 0
Brington, Great - - - - N.S. 11	- - - -	- - - -	2 0 0	331 16 0
Broughton - - - - N.S. 11	- - - -	- - - -	1 1 10½	1 14 0
Bugbrooke - - - - N.S. 12	125 0 0	1845	10 3 11	359 19 4
" - - - - " - - - -	27 0 0	1846		
" - - - - " - - - -	31 0 0	1858		
Byfield - - - - Ch. of E. 11	- - - -	- - - -	3 6 8	40 4 0
Burton Latimer, Endowed and Infant Free School - - - - 11	80 0 0	1852	1 14 3	63 11 8
" - - - - " - - - -	100 0 0	1860		
Chipping Warden - - - - N.S. 11	- - - -	- - - -	- - - -	12 3 0
Cogenhoe - - - - N.S.	45 0 0	1843	- - - -	
Corby - - - - B.S. 11	- - - -	- - - -	- - - -	333 12 0
Cosgrove - - - - N.S.	90 0 0	1845	- - - -	
Cottingham-cum-Middleton - - - - N.S.	183 0 0	1857	- - - -	
Creaton, Great - - - - N.S.	100 0 0	1845	5 19 0	
Cranford - - - - N.S. 11	- - - -	- - - -	- - - -	64 12 8
Crick, Boys - - - - N.S.	60 0 0	1848	- - - -	
" - - - - " - - - -	20 0 0	1860	- - - -	
Crick, Girls and Infants - - - - N.S.	60 0 0	1847	- - - -	
Croughton - - - - Ch. of E. 11	- - - -	- - - -	1 10 3½	206 6 8
Culworth - - - - N.S.	- - - -	- - - -	4 3 4½	
Dallington - - - - N.S.	52 0 0	1842	1 13 4	
Daventry - - - - B.S. 11	- - - -	- - - -	3 8 6	242 18 8
Desborough - - - - N.S. 11	47 0 0	1844	- - - -	42 10 0
Earls Barton—Wickliffe - - - - B.S. 7	- - - -	- - - -	- - - -	66 5 0
Evenly - - - - - - - - 12	- - - -	- - - -	- - - -	61 4 0
Eydon - - - - N.S. 12	25 0 0	1859	4 0 10	319 5 10
Eye - - - - N.S.	324 7 6	1857	- - - -	
Finedon, Endowed Free School - - - - 12	70 0 0	1854	5 4 11½	327 7 8
Finedon, Endowed Girls' and Infants - - - - 12	- - - -	- - - -	- - - -	104 16 8
Gayton - - - - N.S.	56 0 0	1846	- - - -	
Gilton with Peakirk - - - - N.S.	110 0 0	1846	- - - -	



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	Amount.	Date of Payment.		
NORTHAMPTONSHIRE—cont.				
Hargrave - - - Ch. of E.	£ s. d. 123 12 0	1858	£ s. d.	£ s. d.
Harleston - - - N.S. 12	- - -	- - -	3 15 6½	172 12 6
Harpole - - - N.S. 12	- - -	- - -	1 6 9	104 9 0
Harrowden, Little, Endowed Free Sch. -	70 0 0	1851	1 4 2	- - -
Helmdon - - - " N.S.	179 0 0	1858	- - -	- - -
Helpstone - - - Par. 12	176 0 0	1856	- - -	- - -
Irechester - - - N.S.	120 0 0	1849	- - -	28 15 0
Islip - - - Ch. of E.	147 12 0	1861	- - -	- - -
Kettering - - - B.S.	*250 0 0	1835	- - -	- - -
Kettering - - - N.S. 12	- - -	- - -	5 0 0	553 8 2
Kettering (North End) - Ch. of E. 12	318 0 0	1860	- - -	18 0 0
Kilsby - - - N.S. 11	*30 0 0	1839	2 7 5½	45 9 0
Kingsthorpe - - - N.S. 11	85 0 0	1841	1 19 2	14 0 0
Kislingbury - - - N.S. 12	- - -	- - -	1 5 0	21 0 0
Litchborough Church School - - -	- - -	- - -	1 0 7	- - -
Lowick Charity School - - - 12	- - -	- - -	- - -	76 1 0
Middleton Cheney - - - N.S. 11	679 10 0	1859	4 10 3½	324 0 4
Milton - - - N.S. 12	- - -	- - -	- - -	95 2 8
Moulton and Overstone - - - N.S. 12	110 0 0	1843	1 13 6	239 5 0
Naseby - - - " N.S. 11	16 12 0	1859	- - -	- - -
Northampton - - - B.S. 3	92 0 0	1846	- - -	24 15 10
Northampton, All Saints' - N.S. 11	550 0 0	1846	6 12 7½	303 5 0
" - - - " - - -	*316 0 0	1840	36 8 7½	3,211 17 8
" - - - " - - -	117 15 0	1849	- - -	- - -
" - - - " - - -	825 0 0	1855	- - -	- - -
Northampton, All Saints' (South Quarter), Infants - N.S. 11	- - -	- - -	3 0 1½	449 7 8
Northampton, Blue Coat School - 11	- - -	- - -	0 16 8½	11 10 0
Northampton, Church School- masters' Association - - -	- - -	- - -	9 4 0½	- - -
Northampton, St. Andrew's - N.S. 12	474 0 0	1859	6 14 7½	163 18 4
Northampton, St. Edmund's - N.S. 12	436 0 0	1853	5 6 10	201 15 0
Northampton, St. Giles' - Par.	48 0 0	1857	23 14 6½	1,594 12 4
Northampton, St. Katherine's - N.S. 11	230 0 0	1845	5 13 5	896 19 2
" - - - " - - -	7 0 0	1849	- - -	- - -
Northampton, St. Peter's - N.S. 11	276 0 0	1856	5 9 9½	249 13 4
Northampton, St. Sepulchre's - N.S. 11	420 0 0	1846	13 0 11½	942 8 4
" - - - " - - -	40 0 0	1850	- - -	- - -
Northampton, " Society's Re- formatory - - - 10	- - -	- - -	- - -	259 17 6
Orlinsbury - - - N.S.	103 0 0	1847	- - -	- - -
Oundle - - - N.S. 12	133 0 0	1842	9 15 7	444 15 6
" - - - " - - -	58 0 0	1844	- - -	- - -
" - - - " - - -	53 0 0	1855	- - -	- - -
Oundle - - - B.S. 7	- - -	- - -	8 17 2½	697 18 10
Paston - - - N.S. 11	- - -	- - -	- - -	107 6 4
Peterborough - - - B.S. 7	610 0 0	1859	6 7 7	324 17 0
Peterborough, British, Sunday Sch. -	*150 0 0	1837	- - -	- - -
Peterborough, Albert Place - N.S. 11	- - -	- - -	- - -	20 10 0
Peterborough, Boys - - - N.S. 12	- - -	- - -	2 2 9½	153 10 6
Peterborough, Girls - - - N.S. 12	31 0 0	1855	2 5 6½	445 0 0
Peterborough, Infants - - - N.S. 11	219 15 9	1851	- - -	404 15 0
" - - - " - - -	45 0 0	1859	- - -	- - -
Peterborough, New England St. Mark's - N.S. 12	- - -	- - -	5 0 0	227 12 8
Peterborough Practising School - 12	366 0 0	1859	8 6 8	332 0 4
Peterborough, St. John the Baptist - Ch. of E. 11	539 2 0	1860	- - -	83 14 0
Piddington - - - N.S. 11	- - -	- - -	1 15 4½	47 6 4
Pitsford - - - N.S.	52 10 0	1844	- - -	- - -
Pythley, Endowed - Ch. of E.	163 10 6	1857	- - -	- - -
Raunds - - - N.S. 11	372 0 0	1860	- - -	55 5 0
Rockingham - - - N.S. 12	- - -	- - -	6 13 8½	576 4 8
Rothwell - - - B.S. 3	*100 0 0	1835	1 19 5½	77 5 8
Silbertoft - - - N.S.	60 0 0	1848	0 11 11	- - -
Silverstone - - - N.S.	- - -	- - -	2 2 3	- - -
Silverstone - - - Wes. 4	- - -	- - -	2 0 0½	96 16 6
Spratton - - - N.S. 10	- - -	- - -	2 10 6½	3 13 0
Stanwick - - - N.S.	*54 0 0	1840	- - -	- - -

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
NORTHAMPTONSHIRE—cont.				
Sutton, King's - - - N.S. 1	£ s. d. 180 0 0	1847	£ s. d. 2 2 10½	£ s. d. 117 6 0
Thornhaugh - - - N.S. 11	13 14 8	1859	- - -	- - -
Thrapstone - - - N.S. 11	112 10 0	1851	1 13 3	225 0 4
Thrapstone - - - B.S. 11	- - -	- - -	5 5 5½	199 11 0
Titchmarsh - - - N.S. 12	- - -	- - -	1 0 4	44 16 0
Towcester - - - N.S. 12	120 0 0	1843	3 12 9½	57 16 2
Weedon Bec - - - N.S. 11	6 0 0	1851	- - -	- - -
Weedon (Lois) - - - N.S. 11	213 15 0	1851	- - -	43 13 4
Welford and Sulby, Endowed Sch. - -	200 2 6	1861	- - -	- - -
Wellingborough, Freeman's En- dowed - - - N.S. 11	96 0 0	1848	2 1 1	- - -
Whitfield - - - N.S. 11	79 10 0	1852	2 0 3	- - -
Wilbarston - - - N.S. 11	493 0 0	1860	5 0 0½	185 1 8
Woodford - - - N.S. 11	*25 0 0	1838	- - -	- - -
Woodford (near Daventry) - - - N.S. 11	33 0 0	1846	- - -	74 2 0
Woodford-cum-Membris - - - Ch. of E. 12	- - -	- - -	2 1 8½	- - -
Wootton - - - N.S. 11	- - -	- - -	- - -	44 7 0
	*46 0 0	1839	- - -	- - -
NORTHUMBERLAND.				
Acklington - - - N.S. 2	- - -	- - -	4 9 3	332 14 0
Acomb, Township - - - Ch. of E. 10	- - -	- - -	1 6 8	27 10 0
Allenheads - - - N.S. 9	a50 0 0	1840	- - -	78 8 4
Allenheads, St. Peter's - - - N.S. 9	30 0 0	1847	- - -	257 4 0
Alnwick - - - B.S. 6	b- - -	- - -	- - -	22 3 4
Alnwick - - - N.S. 12	315 0 0	1850	10 16 2½	1,281 13 0
Alnwick (Duke of Northumber- land's) - - - N.S. 12	100 0 0	1855	- - -	- - -
Alnwick, Endowed Corpora- tion Upper School - - - 1	- - -	- - -	- - -	588 2 6
Alnwick Corporation (Lower) S. - - 1	- - -	- - -	6 13 4½	71 5 0
Alnwick Ragged School - - - 1	- - -	- - -	- - -	134 10 0
Alnwick, St John's - - - R.C. 7	127 0 0	1840	- - -	- - -
Ancroft - - - N.S. 4	311 0 0	1859	1 8 4½	229 6 0
Anick - - - Ch. of E. 10	- - -	- - -	- - -	47 6 0
Bavington, Great - - - Pres. 8	- - -	- - -	- - -	131 18 0
Bedlington - - - Ch. of E. 2	332 0 0	1859	- - -	54 18 0
Belford - - - N.S. 7	*58 0 0	1857	6 14 1½	164 5 8
Belford - - - Pres. 7	- - -	- - -	2 6 0	- - -
Bellingham, Endowed Free S. - - 11	2 7 9	- - -	2 7 9	140 3 0
Benwell, Village - - - Ch. of E. 6	98 5 0	1852	4 17 7½	178 7 4
Berwick-upon-Tweed - - - B.S. 8	15 0 0	1857	- - -	59 16 0
Berwick-upon-Tweed, Infants - B.S. 8	694 0 0	1860	- - -	314 19 3
Berwick-upon-Tweed - - - P.U. 9	70 0 0	1841	7 7 8	697 17 0
Berwick-upon-Tweed, Boys, Charity S. 4	34 3 6	1858	- - -	71 13 4
Berwick-upon-Tweed, Girls, Charity - - - Ch. of E. 4	100 0 0	1859	25 5 4½	1,170 13 0
Berwick-upon-Tweed, St. Cath- bert's - - - R.C. 5	615 0 0	1857	5 8 3	479 0 0
Berwick-upon-Tweed, English Presbyterian School - - - 7	- - -	- - -	2 19 11½	57 1 6
Birtley - - - N.S. 12	- - -	- - -	- - -	33 16 0
Blenkinsopp - - - Ch. of E. 3	- - -	- - -	- - -	22 1 8
Broomhaugh, Village - - - N.S. 3	35 0 0	1857	2 9 9½	- - -
Cambo - - - N.S. 2	- - -	- - -	1 5 6½	97 12 0
Chatton - - - N.S. 11	- - -	- - -	- - -	217 12 4
Chillingham - - - N.S. 11	- - -	- - -	2 1 0½	- - -
Colwell - - - R.C. 5	*45 0 0	1835	- - -	- - -
Corbridge - - - N.S. 2	412 0 0	1835	2 1 8½	- - -
Cornhill - - - N.S. 3	*40 0 0	1856	8 4 6½	423 18 0
Crookham - - - N.S. 2	93 4 0	1856	- - -	49 13 0
Crookham - - - Pres. 7	104 10 0	1838	- - -	- - -
	- - -	1861	- - -	- - -
	- - -	1842	2 2 8½	15 16 0
	- - -	- - -	7 18 4½	233 6 8

a This school is pulled down.

b Now a private adventure school.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
NORTHUMBERLAND-cont.				
Dalton, Village School - - - - - 11	£ s. d.		£ s. d.	£ s. d.
Earsdon - - - - - N.S. 5	- - - - -	- - - - -	- - - - -	45 10 0
Elsdon - - - - - N.S. 3	a*35 0 0	1836	4 3 4½	77 17 0
Falstone - - - - - B.S. 6	- - - - -	- - - - -	2 12 2	218 17 6
Featherstone - - - - - Ch. of E. 12	- - - - -	- - - - -	1 17 0½	68 15 4
Ford - - - - - Ch. of E. and Pres. 5	- - - - -	- - - - -	2 6 8½	67 13 0
Glanton - - - - - Pres. 8	- - - - -	- - - - -	- - - - -	73 13 0
Gosforth - - - - - N.S. 5	422 2 0	1861	2 15 0	99 17 0
Gosforth (North) - - - - - Ch. of E. 5	- - - - -	- - - - -	- - - - -	15 13 4
Harbottle - - - - - N.S. 6	*36 0 0	1836	3 13 2	151 12 8
Hartburn - - - - - N.S. 3	85 0 0	1844	- - - - -	- - - - -
Heddon-on-the-Wall - - - - - N.S. 5	200 0 0	1854	5 0 0	30 12 6
Hexham, St. Mary's - - - - - R.C. 5	- - - - -	- - - - -	7 14 6½	640 0 7
Hexham, Subscription School - - - - - 12	550 0 0	1856	4 11 4	487 2 8
Holywell Colliery - - - - - B.S. 6	*25 0 0	1838	24 6 4½	1,054 13 6
Horncliffe - - - - - B.S. 8	- - - - -	- - - - -	1 7 7	- - - - -
Horsley, Long - - - - - Par. 3	- - - - -	- - - - -	4 3 3	238 19 4
Horton - - - - - Ch. of E. 2	561 12 0	1860	3 19 1	45 12 0
Houghton, Long - - - - - N.S. 2	- - - - -	- - - - -	- - - - -	13 3 4
Howden Pans - - - - - B.S. 6	50 0 0	1840	4 7 7	246 16 4
Howick - - - - - Ch. of E. 3	146 0 0	1861	3 2 1	- - - - -
Kenton - - - - - N.S. 5	121 0 0	1847	2 1 8½	34 0 8
Kieldar - - - - - B.S. 6	- - - - -	- - - - -	1 17 8½	80 9 8
Killingworth, Colliery - - - - - 6	- - - - -	- - - - -	0 11 3	108 5 0
Knaresdale - - - - - N.S. 11	- - - - -	- - - - -	- - - - -	232 19 8
Kirk Whelpington - - - - - Par. 2	- - - - -	- - - - -	2 9 2	183 18 8
Lesbury - - - - - Ch. of E. 2	- - - - -	- - - - -	- - - - -	25 0 0
Lillwood Subscription School - - - - -	- - - - -	- - - - -	- - - - -	24 4 6
Longhurst - - - - - N.S. 2	56 0 0	1847	2 2 8	- - - - -
Lowick - - - - - B.S. 6	630 0 0	1840	3 15 6½	23 16 0
Lowick - - - - - N.S. 5	75 0 0	1842	- - - - -	- - - - -
Lowick - - - - - Pres. 8	- - - - -	- - - - -	2 19 10½	207 4 0
Lowick - - - - - R.C. 6	- - - - -	- - - - -	2 17 4	97 4 0
Lucker - - - - - Par. 6	- - - - -	- - - - -	2 0 0½	- - - - -
Matfen - - - - - Ch. of E. 2	- - - - -	- - - - -	1 13 4	- - - - -
Melkridge - - - - - N.S. 6	*30 0 0	1837	- - - - -	26 15 0
Mickley Colliery Boys' - - - - - Ch. of E. 12	- - - - -	- - - - -	- - - - -	- - - - -
Morpeth - - - - - Pres. 7	- - - - -	- - - - -	4 14 4	365 7 4
Morpeth, Borough (or Corporation) Schools - - - - - 8	*200 0 0	1839	4 19 0	315 12 0
Morpeth, St. James' - - - - - N.S. 1	200 0 0	1843	- - - - -	- - - - -
" - - - - - " - - - - - 67 0 0	- - - - -	1853	7 13 4½	1,316 13 2
" - - - - - " - - - - - 9 6 8	- - - - -	1856	- - - - -	- - - - -
Newborough, Boys - - - - - N.S. 11	99 1 8	1854	- - - - -	- - - - -
Newcastle-upon-Tyne, Arthur's Hill School - - - - - 8	335 0 0	1857	1 18 11½	102 9 0
Newcastle, Castle Garth (or St. Nicholas') - - - - - N.S. 5	*150 0 0	1840	4 6 8	163 15 0
" - - - - - " - - - - - 28 0 0	- - - - -	1841	- - - - -	- - - - -
Newcastle, Church Schoolmasters' Association - - - - -	- - - - -	- - - - -	5 0 0½	504 5 0
Newcastle-on-Tyne, Ch. of the Divine Unity School - - - - - 8	- - - - -	- - - - -	0 8 4½	- - - - -
Newcastle, Clergy Jubilee Trade, (Upper School) - - - - - 5	- - - - -	- - - - -	- - - - -	- - - - -
Newcastle, Clergy Jubilee Trade - - - - - N.S. 5	800 0 0	1861	- - - - -	38 6 8
Newcastle, Jubilee - - - - - B.S. 7	- - - - -	- - - - -	- - - - -	315 16 6
Newcastle, Orphan House - - - - - Wes. 6	1,172 0 0	1858	6 16 2½	1,013 10 0
Newcastle, Ragged School - - - - - 11	852 0 0	1855	13 13 5½	592 5 4
" - - - - - " - - - - - 730 0 0	- - - - -	1860	6 2 6	2,303 11 6
Newcastle, Reformatory - - - - - 7	- - - - -	- - - - -	- - - - -	- - - - -
Newcastle, Sallyport - - - - - B.S. 6	- - - - -	- - - - -	- - - - -	373 3 6
Newcastle, St. Andrew's - - - - - R.C. 5	243 0 0	1856	- - - - -	16 13 4
Newcastle, St. Andrew's - - - - - N.S. 5	*166 0 0	1839	17 9 2½	3,007 9 0
" - - - - - " - - - - - 1,130 0 0	- - - - -	1857	29 12 1	2,173 13 6
Newcastle, St. John's - - - - - N.S. 5	*335 0 0	1838	- - - - -	- - - - -
" - - - - - " - - - - - 40 9 4	- - - - -	1858	43 5 9½	2,077 16 3
" - - - - - " - - - - - 80 7 0	- - - - -	1861	- - - - -	- - - - -
Newcastle, St. Mary's - - - - - R.C. 5	- - - - -	- - - - -	- - - - -	- - - - -
Newcastle, St. Thomas' - - - - - N.S. 4	130 0 0	1852	6 8 3	584 12 9
				1,433 7 6

a This grant has been repaid.

b School broken up and building converted into a dwelling house.



Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
NORTHUMBERLAND— <i>cont.</i>					
Newham	B.S. 8	£ - s. - d. -	-	£ - s. d. -	£ s. d.
Newton Hall	N.S. 12	-	-	-	38 14 8
Ninebanks	N.S.	12 0 0	1844	-	12 1 4
"	"	35 0 0	1848	-	-
Norham	N.S. 4	121 0 0	1846	8 4 1½	671 12 0
Ord, East	B.S.	a35 0 0	1840	-	-
Ovington	N.S. 3	60 0 0	1845	4 3 4	106 15 0
"	"	23 0 0	1851	-	-
"	"	10 5 8	1851	-	-
Radcliffe Colliery	N.S.	-	-	1 0 6	-
Rochester, Lord Redesdale's	N.S. 3	-	-	5 5 0½	36 16 0
Scremerston	N.S. 3	63 0 0	1842	6 4 10½	882 19 10
"	"	103 0 0	1858	-	-
Seaton Burn	B.S.	b*20 0 0	1836	-	-
Shieldfield, All Saints'	N.S. 5	862 0 0	1858	8 5 11½	374 10 4
Shields, North	N.S.	*300 0 0	1840	-	-
Shields, North	Pres. 5	250 0 0	1844	13 6 1	1,068 12 8
"	"	17 1 0	1859	-	-
Shields, North	R.C. 5	-	-	13 8 1	1,054 3 8
Shields, North, Union	B.S. 6	*225 0 0	1839	10 13 9½	516 1 4
Shoreswood	N.S. 4	120 0 0	1846	3 10 7½	267 1 8
"	"	11 9 0	1853	-	-
Sighill	N.S.	-	-	2 14 2½	-
Simonburn	N.S.	276 0 0	1858	-	-
Spittle	B.S.	*75 0 0	1839	-	-
Stamfordham	R.C. 10	130 0 0	1857	2 1 8	17 5 0
Sugleyfield	N.S.	*100 0 0	1838	-	-
Tynemouth, Ragged School	-	-	-	3 7 3	-
Walbottle Colliery School	-	-	-	2 18 4	88 8 10
Wark, Giles Heron's Charity	-	-	-	3 15 0½	-
Wark	Parish S. 11	-	-	-	6 13 4
Warkworth, Radcliffe Colliery	Ch. of E. 5	-	-	-	16 10 0
Warrenford	B.S. 7	*20 0 0	1841	-	190 2 10
Whitley Chapel	N.S.	70 0 0	1840	3 10 2	-
Whittingham	N.S. 12	-	-	-	63 4 0
Whittonstall	N.S. 4	50 0 0	1847	12 8 4½	435 17 8
"	"	60 0 0	1857	-	-
Willington Quay, Stephenson	S. 6	737 0 0	1859	-	65 16 0
Wingates	N.S.	26 10 0	1842	-	-
Witton (Nether)	N.S.	-	-	1 17 0	-
Wooler	N.S. 4	*70 0 0	1838	2 18 7½	116 6 0
Wooler	Pres. 8	-	-	c13 10 0	430 17 8
"	"	-	-	2 17 10	-
Wylam, Village	B.S. 7	526 0 0	1857	5 6 8	165 8 4
Wylam Colliery	B.S.	-	-	3 15 10	-
NOTTINGHAMSHIRE.					
Arnold, Infants	N.S.	172 0 0	1845	-	-
"	"	70 0 0	1858	-	-
Arnold, Boys' and Girls	N.S. 4	480 0 0	1860	-	3 15 0
Averham	N.S. 3	-	-	3 2 6	65 16 0
Balderton	N.S. 4	283 0 0	1847	3 1 4½	143 5 0
"	"	51 0 0	1858	-	-
Barnby-in-the-Willows	N.S. 4	57 0 0	1851	-	4 12 0
Basford	N.S. 4	390 0 0	1846	2 19 3	150 10 0
"	"	50 0 0	1861	-	-
Beckingham	N.S. 3	222 0 0	1855	1 4 0	91 8 4
Beeston	N.S. 4	*144 0 0	1835	3 4 0	455 5 0
Besthorpe	N.S. 4	40 10 0	1845	-	13 18 0
Bingham	N.S. 4	-	-	4 10 7½	393 8 8
Bingham	Wes. 1	372 0 0	1860	5 17 6½	150 18 0
Bolo	N.S. 4	-	-	-	19 10 0
Boughton Infant	Ch. of E. 4	-	-	-	11 5 0
Blidworth	N.S.	425 0 0	1848	2 6 8	-
Bramcote	N.S. 4	*50 0 0	1837	0 10 8	8 9 0

a School has ceased to exist.

b School sold.

c Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
NOTTINGHAMSHIRE—cont.				
	£	s. d.	£	s. d.
Bridgeford, East - - - N.S. 4	-	- -	-	- -
Calverton - - - N.S. 3	-	- -	-	- -
Carrington - - - N.S. 3	*75	0 0	1836	3 7 5½
Chilwell - - - N.S. 3	35	0 0	1857	- - -
Coddington - - - N.S. 3	246	0 0	1856	1 9 0
- - - N.S. 3	53	0 0	1847	3 12 2½
- - -	18	9 0	1847	- - -
Coddington - - - Wes. 11	-	- -	-	- -
Collingham, North and South - N.S. 4	*60	0 0	1840	2 10 0
" " " " - N.S. 4	13	0 0	1845	9 17 4½
" " " " - N.S. 4	52	11 6	1855	- - -
Collingham - - - Wes. 10	330	0 0	1856	- - -
Costock - - - N.S. 5	*50	0 0	1841	6 0 10½
- - -	83	0 0	1861	- - -
Cotes, Old - - - N.S. 4	*50	0 0	1837	- - -
Cropwell Butler - - - Par. 4	-	- -	-	- -
Dunham - - - N.S. 3	215	0 0	1845	1 6 3
Eastwood, Boys - - - Ch. of E. 4	*60	0 0	1837	7 7 8½
- - - N.S. 3	50	0 0	1857	- - -
Eastwood, Girls - - - Ch. of E. 4	45	0 0	1856	- - -
Elston, All Saints' - - - N.S. 3	126	0 0	1856	1 13 4
Epperstone - - - N.S. 3	303	0 0	1856	2 15 5½
Farndon - - - N.S. 3	233	0 0	1858	- - -
Farnfield - - - Wes. 12	-	- -	-	4 0 0
Gringley-on-the-Hill - - - N.S. 4	244	16 0	1856	- - -
- - -	39	7 0	1859	- - -
Hawthornthwaite - - - Ch. of E. 4	-	- -	-	- -
Hucknall Torkard - - - N.S. 4	404	0 0	1855	14 2 8½
Hyson Green, St. Paul's - - - N.S. 3	149	0 0	1848	11 14 7½
- - -	16	16 0	1857	- - -
- - -	900	0 0	1861	- - -
Kimberley - - - B.S. 3	50	0 0	1841	- - -
Kingston-upon-Soar - - - N.S. 3	-	- -	-	1 0 8
Lambley - - - N.S. 3	90	0 0	1851	- - -
Langar - - - Ch. of E. 4	-	- -	-	- -
Lenton - - - N.S. 3	150	0 0	1842	33 15 0½
- - -	19	6 8	1850	16 12 10
- - -	80	0 0	1850	- - -
- - -	135	0 0	1852	- - -
- - -	55	0 0	1853	- - -
- - -	230	0 0	1856	- - -
- - -	14	0 0	1857	- - -
Lowdham - - - N.S. 4	100	0 0	1844	5 3 0
- - -	179	5 0	1853	- - -
- - -	14	10 0	1855	- - -
Mansfield - - - Wes. 12	-	- -	-	11 0 9½
Mansfield, St. John's - - - N.S. 4	828	0 0	1861	- - -
Mansfield Woodhouse - - - N.S. 4	200	0 0	1846	6 13 4½
Mansfield Woodhouse - - - Wes. 1	-	- -	-	3 10 5
Markham Clinton - - - N.S. 3	-	- -	-	- -
Mattersey - - - N.S. 4	274	12 0	1860	2 10 0
Muskham North, Mary Wool- house's Charity - - - N.S. 3	-	- -	-	- -
Newark-upon-Trent - - - N.S. 4	*125	0 0	1838	2 15 6½
- - -	140	15 0	1860	- - -
Newark-upon-Trent, Girls' Sch. - - - N.S. 4	-	- -	-	- -
Newark-upon-Trent, Ch. Ch., Haughton Road - - - N.S. 3	65	0 0	1849	31 4 2
- - -	360	0 0	1850	- - -
- - -	30	0 0	1856	- - -
- - -	22	10 0	1857	- - -
- - -	618	0 0	1858	- - -
- - -	309	0 0	1858	- - -
Newark-upon-Trent - - - Wes. 10	273	0 0	1857	23 11 9½
- - -	-	- -	-	16 13 4
Newark-upon-Trent (King St.), Infant - - - N.S. 3	-	- -	-	- -
Newthorpe, Infants - - - N.S. 3	50	0 0	1841	- - -
Nottingham (Bath Street), Boys - B.S. 11	-	- -	-	3 0 5

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	Amount.	Date of Payment.		
NOTTINGHAMSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Nottingham, Canal Street - B.S.	*550 0 0	1835		
Nottingham (Derby Road) - B.S. 12	174 0 0	1858	6 11 7½	321 1 8
Nottingham (High Pavement) - B.S. 12	- - -	-	7 4 1½	670 5 0
Nottingham, Holy Trinity - N.S. 3	603 0 0	1847	51 9 8½	2,480 12 5
" " " "	150 0 0	1855	211 16 8	
" " " "	100 0 0	1855		
Nottingham, Trinity - Mixed S. 3	- - -	-	- - -	69 3 4
Nottingham (Rutland Street), St. James', Infants - N.S. 3	- - -	-	- - -	324 14 4
Nottingham, St. Barnabas' - R.C. 9	- - -	-	12 15 1½	689 10 8
Nottingham, St. John's - N.S. 3	517 0 0	1847	9 10 6½	1,187 0 4
Nottingham, St. John's - R.C. 9	- - -	-	- - -	93 10 0
Nottingham, St. Mary's (Bar- ker Gate) - N.S. 3	*300 0 0	1834	- - -	919 7 4
" " " "	92 17 0	1848		
" " " "	135 10 0	1856		
Nottingham, St. Mary's (Plump- tre Street) - N.S.	444 0 0	1856		
Nottingham, St. Mary's - R.C. 9	- - -	-	22 2 8	1,866 0 0
Nottingham, St. Matthew's - N.S. 3	649 0 0	1858	11 3 4	254 3 4
Nottingham, St. Nicholas' - N.S. 4	800 0 0	1860	13 6 7½	126 15 8
Nottingham, St. Paul's - N.S. 3	- - -	-	- - -	20 15 0
Nottingham, St. Peter's - N.S. 4	- - -	-	7 1 2½	191 10 0
Nottingham, School of Industry - 3	- - -	-	- - -	213 10 0
Ollerton - N.S. 4	150 0 0	1842	22 2 9½	2,131 2 10
" " " "	86 17 8	1856		
Radford, Old - N.S. 3	150 0 0	1841	3 15 6½	165 16 0
Radford, New - N.S. 3	454 0 0	1852	8 11 1	454 11 0
Retford, St. Saviour's - N.S. 4	- - -	-	3 0 8½	2 10 0
Retford, East - N.S. 5	743 0 0	1858	17 5 9½	569 15 0
Retford, West - N.S.	181 5 0	1861	3 2 6½	
Selston - N.S.	301 0 0	1861	4 16 3½	
Snenton - N.S. 3	*150 0 0	1837	3 4 2	588 15 6
Southwell - N.S. 3	- - -	-	2 15 1½	815 1 8
Southwell, Holy Trinity - N.S.	165 0 0	1848		
Stapleford - N.S. 4	- - -	-	2 16 6½	293 7 0
Sturton - N.S. 3	51 8 0	1858	4 4 2½	183 1 8
Sutton-in-Ashfield - N.S.	300 0 0	1847	17 18 6½	
" " " "	16 13 4	1849		
" " " "	20 5 0	1858		
Sutton-in-Ashfield (Eastfield Side) - B.S. 4	*125 0 0	1836	- - -	641 19 10
Sutton Bonnington, Boys - N.S. 4	160 0 0	1845	4 9 7½	170 10 0
Sutton Bonnington, Girls - N.S. 4	40 0 0	1845	- - -	94 0 0
" " " "	193 0 0	1858		
" " " "	43 16 2	1858		
Sutton-on-Trent - N.S.	*50 0 0	1838		
Trowell - Ch. of E. 4	- - -	-	1 17 6½	29 7 0
Walkeringham - Ch. of E. 3	- - -	-	- - -	2 0 0
Weston, Endowed - Ch. of E.	- - -	-	1 10 1½	
Wheatley, North - Ch. of E. 4	- - -	-	2 1 7½	46 0 8
Workshop Abbey - N.S.	100 0 0	1841	33 17 5½	495 11 2
" " " "	- - -	-	27 16 5½	
Workshop, Castle Hill - N.S. 3	432 0 0	1860	3 16 11½	251 17 6
Workshop Rectory - N.S. 3	- - -	-	- - -	36 13 4
Workshop, St. Mary's - R.C. 9	- - -	-	1 11 8	79 11 4
OXFORDSHIRE.				
Adderbury - N.S.	179 4 0	1855		
" " " "	100 0 0	1857		
Ascott - N.S.	- - -	-	1 8 7½	17 11 0
Assendon - R.C. 3	- - -	-	2 4 3½	142 18 4
Aston Rowant - N.S. 5	70 0 0	1844	- - -	13 17 0
Aston-in-Bampton - N.S.	286 4 0	1857		
Baldon - N.S.	- - -	-	1 16 0½	
Balscott - N.S.	- - -	-	1 12 0½	
Banbury - N.S. 5	- - -	-	18 6 8½	1,481 16 4

*a* Scientific apparatus.

a Scientific apparatus.



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	Amount.	Date of Payment.			
OXFORDSHIRE—cont.					
Banbury - - - - - B.S.	10	£ s. d. 80 0 0	1853	£ s. d. 9 9 10½	1,796 17 0
Banbury, Central, Infants - - - - - B.S.	5	76 0 0	1858		
Banbury, St. John's - - - - - R.C.	3	- - - - -	- - - - -	6 14 3½	705 19 8
Beckley - - - - - N.S.	5	- - - - -	- - - - -	5 3 4	463 18 4
" - - - - - N.S.	5	- - - - -	- - - - -	5 18 5½	553 13 1
Benson - - - - - B.S.	4	- - - - -	- - - - -	all 15 0	
Benson - - - - - N.S.	6	- - - - -	- - - - -	4 3 4½	449 9 0
Bicester, Boys and Girls - - - - - N.S.	6	127 10 0	1852	2 6 8½	607 13 8
Bicester, Infants - - - - - N.S.	5	818 0 0	1859	15 0 0½	212 7 10
Bladon, Mixed - - - - - N.S.	6	*45 0 0	1836		
Bradwell - - - - - Ch. of E.	6	- - - - -	- - - - -	- - - - -	71 1 8
Broughton-Pogis-cum-Filkins Ch. of E.	5	- - - - -	- - - - -	1 0 0½	27 10 0
Burford-cum-Fulbrooke - - - - - N.S.	4	86 3 0	1857	1 5 0½	218 7 0
Cadmore-End - - - - - N.S.	5	- - - - -	- - - - -	1 10 1	155 14 0
Casington - - - - - Ch. of E.	6	129 0 0	1854	- - - - -	43 13 4
Chadlington National School - - - - - N.S.	3	- - - - -	- - - - -	- - - - -	7 4 0
Chadlington, Infants - - - - - N.S.	6	- - - - -	- - - - -	1 11 7½	86 11 4
Charlbury - - - - - B.S.	10	60 9 0	1860	- - - - -	188 9 0
Cherwell, Infants - - - - - B.S.	10	- - - - -	- - - - -	4 17 6½	12 18 0
Chinnor - - - - - B.S.	6	54 0 0	1843	7 19 7	497 13 4
Chinnor - - - - - N.S.	6	346 0 0	1860	- - - - -	
Churchill and Sarsden - - - - - N.S.	6	- - - - -	- - - - -	1 5 0½	68 8 0
Cowley - - - - - N.S.	5	- - - - -	- - - - -	3 14 9½	630 19 10
Cropredy - - - - - N.S.	5	270 0 0	1855	- - - - -	304 17 4
Cuddesdon - - - - - N.S.	5	63 0 0	1848	5 9 9½	167 9 4
Culham - - - - - N.S.	5	67 10 0	1850	3 13 8½	391 0 4
Culham, Oxford Diocesan Prac- tising School - - - - - N.S.	6	- - - - -	- - - - -	1 13 4	
Deddington - - - - - N.S.	6	146 5 0	1853	- - - - -	57 6 8
Dorchester - - - - - N.S.	6	400 0 0	1854	- - - - -	430 17 4
Dorchester, Girls and Infants - - - - - N.S.	6	- - - - -	- - - - -	5 3 9½	100 18 0
Dorchester, Trinity - - - - - N.S.	6	*20 0 0	1837	- - - - -	166 19 5
Drayton - - - - - N.S.	6	- - - - -	- - - - -	6 10 2½	
Ducklington, St. Bartholomew's - - - - - N.S.	5	- - - - -	- - - - -	- - - - -	151 0 0
Ensham - - - - - N.S.	5	243 0 0	1859	2 1 8	34 8 4
Enstone - - - - - N.S.	6	228 3 6	1847	- - - - -	
Etwellme - - - - - N.S.	6	*56 0 0	1837	- - - - -	
Ewelme - - - - - N.S.	6	- - - - -	- - - - -	- - - - -	
Finstock and Fowler - - - - - N.S.	5	- - - - -	- - - - -	3 4 5½	202 16 4
Goring - - - - - N.S.	6	235 4 0	1861	- - - - -	23 6 8
Hailey - - - - - N.S.	6	- - - - -	- - - - -	1 19 11½	128 10 0
Harpsden - - - - - N.S.	6	60 0 0	1848	1 9 0½	
Headington - - - - - Par.	6	- - - - -	- - - - -	- - - - -	19 16 8
" - - - - - N.S.	6	170 0 0	1848	2 0 7	
" - - - - - "	6	40 0 0	1849	- - - - -	
" - - - - - "	6	27 0 0	1861	- - - - -	
Henley-on-Thames - - - - - N.S.	5	599 0 0	1850	13 4 4½	1,129 13 9
" - - - - - "	5	48 0 0	1860	- - - - -	
Ibstone - - - - - Ch. of E.	5	- - - - -	- - - - -	3 13 10½	225 7 0
Ifley - - - - - Ch. of E.	6	- - - - -	- - - - -	- - - - -	447 7 11
Kiddington - - - - - N.S.	6	- - - - -	- - - - -	1 16 8	83 9 0
Kidlington - - - - - N.S.	6	- - - - -	- - - - -	3 19 10	
Kidmore End, St. John-the- Baptist's - - - - - Ch. of E.	5	- - - - -	- - - - -	- - - - -	39 16 8
Kingham - - - - - N.S.	6	- - - - -	- - - - -	- - - - -	159 18 8
Kirtlington - - - - - N.S.	6	- - - - -	- - - - -	- - - - -	181 1 0
Launton - - - - - N.S.	6	100 0 0	1846	1 9 0½	161 1 4
" - - - - - "	6	12 17 2	1851	- - - - -	
Leafeld - - - - - N.S.	5	*65 0 0	1840	- - - - -	107 11 8
Leigh, North - - - - - N.S.	5	*43 0 0	1838	- - - - -	
Lewknor - - - - - N.S.	5	*83 0 0	1837	1 19 6½	331 8 4
" - - - - - "	5	3 15 0	1851	- - - - -	
" - - - - - "	5	27 13 3	1860	- - - - -	
Littlemore - - - - - Ch. of E.	5	- - - - -	- - - - -	- - - - -	10 16 8
Maple-Durham - - - - - Par.	6	- - - - -	- - - - -	- - - - -	81 16 0
Milton, Great - - - - - N.S.	5	- - - - -	- - - - -	1 17 8½	192 18 4
Milton, Little - - - - - N.S.	6	- - - - -	- - - - -	- - - - -	9 14 0
Moreton - - - - - Ch. of E.	5	174 0 0	1860	- - - - -	
Newington, North - - - - - N.S.	5	- - - - -	- - - - -	1 19 11½	228 16 4
Newington, South - - - - - N.S.	5	*67 0 0	1838	3 12 3½	
" - - - - - "	5	40 0 0	1858	- - - - -	

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OXFORDSHIRE—cont.					
Norton, Chipping	B.S. 4	300 0 0	1854	7 0 10	504 17 6
Norton, Chipping	N.S. 5	*100 0 0	1838	10 9 3	297 13 10
"	"	42 13 4	1855		
"	"	452 17 0	1860		
Norton, Hook	B.S.	-	-	7 0 0	
Norton, Hook	N.S. 4	-	-		7 0 0
Nuneham	N.S. 6	-	-	11 8 3	882 17 8
Nutfield	Ch. of E. 6	-	-		41 8 4
Oxford	Wes. 4	76 0 0	1861	7 5 10	181 5 0
Oxford, Blue Coat School	6	-	-	5 14 7½	120 0 0
Oxford, City	P.U. 8	-	-		78 16 8
Oxford, Diocesan Board	-	-	-	39 5 9	
Oxford, St. Aldate's	N.S. 6	*72 0 0	1837		157 18 4
Oxford, St. Clement's	N.S. 5	-	-	2 11 0½	269 6 8
Oxford, St. Giles'	N.S. 6	*110 0 0	1838	5 4 7	133 18 10
Oxford, St. Mary's	N.S. 5	-	-		355 17 4
Oxford, St. Paul's	N.S. 5	180 0 0	1848	17 15 11½	1,487 11 10
Oxford, St. Peter's - in - the - East	Ch. of E. 6	33 0 8	1858		
Piddington	N.S. 6	203 0 0	1859		58 0 8
Ramsden	N.S. 5	68 0 0	1848	1 0 0	7 10 0
Rollright, Great	N.S. 6	55 15 0	1853		2 8 0
"	"	100 0 0	1861		75 3 0
Rotherfield (Grey's), Trinity, Infants	N.S. 5	60 0 0	1851		12 10 0
Sandford	N.S. 5	45 0 0	1843		3 6 8
Shiplake	N.S. 6	-	-	3 16 8½	89 15 0
Shipton-under-Wychwood	N.S. 6	255 0 0	1854	2 0 0	149 5 0
Southstoke	N.S. 5	30 0 0	1842		
Summertown	N.S. 5	86 0 0	1848	2 5 0½	5 0 0
Swyncombe, Industrial	Ch. of E. 6	-	-		206 10 10
Sydenham (Wenman's)	N.S.	50 0 0	1851		
Tackley	N.S. 10	54 0 0	1841		65 18 8
"	"	24 0 0	1860		
Tetsworth	N.S. 5	100 0 0	1849	1 1 9½	88 19 8
Tew, Great, Endowed School	6	-	-		366 9 8
Tew, Little	N.S.	*30 0 0	1836		
"	"	10 0 0	1846		
Thame	B.S.	*150 0 0	1837		
Thame	N.S.	*120 0 0	1838		
"	"	60 0 0	1843		
Warborough	N.S.	45 0 0	1846		
Watlington	N.S. 5	50 0 0	1844	2 17 3	165 3 4
Westwell	N.S.	40 0 0	1855		
Wheatley	N.S. 6	357 0 0	1858	1 18 8½	76 0 0
Wiglington	N.S.	164 0 0	1860	2 1 8	
Witney	N.S. 5	*47 0 0	1837	9 8 8½	605 11 4
"	"	630 0 0	1857		
"	"	69 0 0	1858		
Witney	Wes. 10	-	-	9 11 6	527 3 6
"	"	-	-	10 17 4	
Woodcote	N.S.	*35 0 0	1837		
Woodstock	N.S. 6	691 0 0	1855	8 6 8½	600 15 8
Woolvercote	Par.	-	-		9 14 0
Wroxton	N.S.	-	-	2 0 0½	
RUTLANDSHIRE.					
Ashwell	Ch. of E	-	-	-	36 11 8
Bisbrooke	Ch. of E. 11	-	-	-	24 0 0
Braunston	N.S.	40 0 0	1847	-	
Clipsham	N.S.	77 0 0	1849	-	
"	"	34 2 0	1861	-	
Cottesmore	N.S. 11	-	-	-	110 14 4
Empingham, Foster Charity	N.S.	-	-	1 4 3½	88 1 0
Exton	N.S. 12	-	-	1 10 2½	295 7 4
Greetham	Ch. of E. 11	-	-	-	14 11 8

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	Amount.	Date of Payment.		
RUTLANDSHIRE—cont.				
Hambleton - - - N.S. 11	£ 30 0 0	1838	£ - - -	£ 55 10 0
Ketton - - - - N.S.	25 0 0	1848	- - -	- - -
Langham - - - Ch. of E. 11	263 0 0	1858	1 10 0	- - -
Luffenham, South - - N.S. 11	76 0 0	1847	1 0 6½	48 15 0
Manton - - - - N.S.	95 4 0	1861	- - -	2 14 0
Oakham, Model School - - 12	589 15 0	1852	14 5 1	970 3 4
Ryhall - - - - N.S.	*50 0 0	1839	- - -	- - -
Seaton - - - - N.S.	222 10 0	1859	1 13 0	- - -
Uppingham - - - N.S. 11	- - -	- - -	7 13 2	405 9 2
Wing - - - - N.S.	84 0 0	1855	- - -	- - -
SHROPSHIRE.				
Acton Burnell - - - N.S. 6	32 0 0	1848	1 8 3½	1 8 0
Adderley - - - S. 6	- - -	- - -	- - -	4 3 4
Alberbury - - - Ch. of E. 7	- - -	- - -	2 6 8	31 19 0
Ash - - - - N.S.	88 0 0	1849	1 5 8	- - -
Aston-in-Woore - - - N.S.	45 0 0	1843	- - -	- - -
Aston (Church) - - - N.S. 6	60 0 0	1841	- - -	6 2 0
Beckbury - - - - N.S. 5	96 7 6	1854	- - -	7 8 0
Berrington - - - - N.S.	32 0 0	1844	1 4 6	- - -
Bishop's Castle - - - N.S. 6	50 0 0	1843	8 16 11½	598 18 0
" " - - - - "	6 13 4	1848	- - -	- - -
" " - - - - "	20 0 0	1856	- - -	- - -
Bomere Heath - - - N.S.	123 0 0	1860	- - -	- - -
Bridgnorth, Blue Coat - - N.S. 6	- - -	- - -	3 10 1½	200 5 10
Bridgnorth, St. Leonard's, Upper Town - - - - N.S. 5	14 17 6	1851	10 4 8½	1,206 10 0
Bridgnorth, "St. Mary's, Low Town - - - - N.S. 5	493 13 4	1855	- - -	- - -
" " " - - - - "	156 19 0	1848	7 10 3	589 14 0
" " " - - - - "	9 19 8	1852	- - -	- - -
" " " - - - - "	168 0 0	1857	- - -	- - -
Bridgnorth, Schoolmasters' Association - - - - N.S.	- - -	- - -	0 16 8½	- - -
Brockton - - - - N.S. 5	105 0 0	1846	1 19 5½	3 0 0
Broseley - - - - N.S. 5	16 4 9	1850	10 6 10½	1,193 8 6
" " - - - - N.S.	790 1 6	1855	- - -	- - -
Cainham - - - - N.S.	*47 0 0	1835	- - -	- - -
Chelmarsh - - - - N.S.	80 0 0	1851	2 0 0	- - -
Chetwynd - - - - N.S. 5	- - -	- - -	3 5 11½	21 11 0
Clun - - - - N.S. 6	- - -	- - -	- - -	100 9 0
Clunbury - - - - Ch. S. 6	- - -	- - -	1 8 10	51 9 8
Clungunford - - - - N.S.	287 0 0	1858	- - -	- - -
Coalbrookdale Company's, Boys - N.S. 5	- - -	- - -	3 3 3½	348 8 0
Coalbrookdale, Girls & Infnts, Ch. of E. 5	- - -	- - -	11 0 6½	370 1 8
Cockshutt - - - - N.S.	274 0 0	1857	2 10 0½	- - -
Cressage - - - - N.S.	170 14 0	1858	- - -	- - -
Dawley - - - - N.S.	120 0 0	1842	3 13 0	- - -
" " - - - - "	30 0 0	1847	- - -	- - -
Dawley Bank, Infants - - Ch. of E. 5	- - -	- - -	3 0 0½	157 11 4
Dawley, Poole Hill (Coalbrookdale Company's) - - - - Ch. of E. 6	- - -	- - -	23 14 2½	915 18 8
Diddlebury - - - - N.S. 5	- - -	- - -	1 15 0	127 4 0
Donnington Wood - - - - N.S. 6	- - -	- - -	13 14 8½	1,204 9 3
Drayton, Little - - - - N.S. 6	50 0 0	1851	2 3 9½	286 12 0
" " - - - - "	30 0 0	1857	- - -	- - -
" " - - - - "	65 10 0	1861	- - -	- - -
Drayton, Market - - - - N.S. 7	*170 0 0	1836	5 16 2½	687 15 0
" " - - - - "	79 11 8	1856	- - -	- - -
" " - - - - "	133 19 2	1858	- - -	- - -
Duddlestone Heath - - - N.S. 6	- - -	- - -	- - -	88 9 0
Duddlestone, Subscription School - - - - N.S. 6	- - -	- - -	1 16 3½	8 1 0
Eardington - - - - N.S. 5	25 0 0	1847	2 18 7½	30 11 0
" " - - - - "	160 0 0	1855	- - -	- - -
Eaton Constantine - - - N.S. 5	42 0 0	1850	3 7 4½	143 19 4
Ellesmere - - - - N.S. 6	- - -	- - -	1 12 10½	199 10 0



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SHROPSHIRE—cont.					
Ercall (High)	N.S.	£ 135 2 6	1861	£ s. d.	£ s. d.
Hampton (Welsh)	N.S. 5	53 10 0	1851	1 16 6	4 12 0
" "	"	120 0 0	1856		
" "	"	34 0 0	1859		
Harley	Ch. of E.	170 14 0	1859		
Hinstock	N.S. 5	*60 0 0	1839	1 8 8½	124 6 0
" "	"	30 0 0	1855		
" "	"	146 0 0	1858		
Hodnet	N.S. 6	*80 0 0	1838	2 4 9	9 11 0
Hope (in Worthen)	N.S. 7	70 0 0	1845	- - -	24 16 0
Hope Bowdler	N.S. 5	122 8 0	1856	1 5 0	18 13 4
Hopesay	Par. 6	- - -	- - -	1 16 8	44 6 8
Hordley	N.S. 6	35 0 0	1845	1 0 10½	78 0 0
" "	"	20 0 0	1846		
Ironbridge, Par.	Ch. of E. 5	750 0 0	1860		228 15 0
Ironbridge, Severnside School	" 5	- - -	- - -		
Jackfield	N.S. 5	160 0 0	1845	10 7 5½	73 5 4
Kemberton	N.S.	100 0 0	1857	3 2 8½	483 19 6
Ketley	N.S.	- - -	- - -	2 14 2½	- - -
Kinlet	N.S. 6	58 0 0	1844	3 18 10	495 13 4
" "	"	29 14 8	1855	1 13 4½	8 10 0
Kinnerley	N.S. 7	345 0 0	1857	- - -	- - -
Leaton	Par. 7	- - -	- - -	4 2 0	106 10 0
Lilleshall	N.S. 6	- - -	- - -	- - -	5 0 0
Llanvair Waterdine	N.S.	127 0 0	1855	15 14 10½	930 17 4
Loppington	N.S. 5	75 10 0	1853	- - -	- - -
Ludlow	N.S. 7	900 0 0	1856	1 6 9	22 15 2
Madeley	N.S. 6	230 0 0	1846	- - -	533 6 4
" "	"	25 13 4	1850	14 11 9	1,608 0 2
Madeley Wood	Wes. 5	357 0 0	1859	26 13 4	- - -
Maesbury	N.S.	42 0 0	1841	12 10 11	721 17 10
Malin's Lee	N.S. 5	- - -	- - -	1 1 6½	- - -
Martin's, St. (The Lodge)	N.S. 6	127 5 0	1853	7 0 10	322 2 4
Meole Brace	N.S. 6	238 0 0	1861	5 5 4½	318 9 6
Middle	Ch. of E. 7	- - -	- - -	2 14 0	42 12 6
Middleton	R.C. 3	- - -	- - -	2 8 0	408 16 7
Middleton-in-Chirbury	N.S. 8	60 0 0	1849	- - -	77 14 0
" "	"	15 0 0	1855	15 10 0	331 15 8
" "	"	93 0 0	1858	- - -	- - -
Minsterley	N.S. 6	- - -	- - -	2 13 4½	50 0 0
Morville	N.S. 5	179 0 0	1857	4 3 4½	11 0 0
Nash	N.S.	75 0 0	1847	- - -	- - -
Neen and Milson	N.S. 6	63 0 0	1848	- - -	6 13 4
Newtown	N.S.	93 0 0	1858	1 2 5½	- - -
Norton (Stockton)	N.S. 6	- - -	- - -	- - -	10 8 4
Onibury	N.S.	*30 0 0	1837	- - -	- - -
Oswestry	N.S. 8	338 0 0	1842	14 10 9½	1,389 17 0
" "	"	22 0 0	1854	- - -	- - -
Oswestry	E.S. 5	*150 0 0	1841	1 19 11½	67 2 4
Pain's Lane, St. Georges	Ch. of E.	921 0 0	1861	11 13 4	90 9 10
Pontesbury	Ch. of E. 6	238 0 0	1856	3 1 6½	458 1 4
Porthywaen	N.S.	*60 0 0	1839	- - -	- - -
Prees	N.S. 6	160 0 0	1848	3 10 6½	273 12 0
Preston-on-the-Wildmoors	N.S.	25 0 0	1846	- - -	- - -
" "	"	11 13 0	1847	- - -	- - -
Rhodycroesau	N.S.	85 0 0	1851	- - -	- - -
Rodington	N.S. 6	102 0 0	1849	3 13 11½	179 5 4
" "	"	30 0 0	1854	- - -	- - -
Ryton	N.S. 5	64 10 0	1850	1 0 0½	72 14 0
Salop (South-east District)	P.U. 11	- - -	- - -	- - -	5 0 0
Sambrook	N.S.	211 0 0	1857	- - -	- - -
Sheinton	N.S.	60 0 0	1846	- - -	- - -
" "	"	10 0 0	1847	- - -	- - -
Shelve	N.S.	45 0 0	1843	- - -	- - -
Shiffnal	N.S. 5	- - -	- - -	- - -	362 5 0
Shrewsbury	N.S. 7	- - -	- - -	2 10 0	61 2 0
Shrewsbury	B.S. 5	154 18 0	1860	12 15 11½	917 9 4
Shrewsbury and Shropshire Schoolmasters' Association		- - -	- - -	2 10 10½	- - -

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
SHROPSHIRE—cont.				
Shrewsbury, Coleham - - N.S. 7	£ 120 0 0	1840	£ 2 19 10	£ 448 4 4
" " - - " - - " - -	90 0 0	1844		
" " - - " - - " - -	75 12 8	1849		
Shrewsbury Holy Cross - - N.S.	- - -	- - -	2 10 0	
Shrewsbury, St. Alkmund's Ch. of E. 7	180 0 0	1856	5 6 8	201 9 4
Shrewsbury, St. Chad's - - N.S. 7	*290 0 0	1838	5 12 5	256 12 2
Shrewsbury, St. Mary's and St. Michael's - - N.S. 7	1,063 0 0	1860		
" " - - " - - " - -	33 6 0	1857	11 13 7½	1,113 0 4
" " - - " - - " - -	36 0 0	1861		
Stoke, St. Milborough's - - N.S.	116 0 0	1857	- - -	1 15 0
Stokesay - - - - - Par. 7	289 4 0	1857	4 10 1	109 19 0
Stottesden - - - - - N.S.	*125 0 0	1838		
Tilstock - - - - - N.S.	*60 0 0	1838	0 13 9	
Upton Magna - - - - - N.S. 7	277 0 0	1859	- - -	108 3 2
Wellington - - - - - N.S. 7	31 15 0	1843	16 14 3½	882 8 8
" " - - - - - " - -	725 6 8	1855		
Wellington - - - - - Wes. 5	403 0 0	1858	- - -	169 15 0
Wellington, St. Patrick's - - R.C. 6	- - -	- - -	5 3 4½	199 0 0
Wem - - - - - N.S. 6	150 0 0	1840	7 2 9½	450 5 3
Wem - - - - - B.S.	*200 0 0	1840		
Wenlock, Much - - - - - N.S. 5	207 0 0	1849	9 2 9½	641 6 8
" " - - - - - " - -	10 14 6	1860		
Westbury - - - - - N.S. 5	173 0 0	1850	4 13 4	478 7 8
" " - - - - - " - -	31 13 4	1855		
Whitchurch, Boys - - - - N.S. 5	32 0 0	1854	12 1 4½	817 19 4
" " - - - - - " - -	17 0 0	1855		
Whitchurch Endowed, Girls - N.S. 5	- - -	- - -	2 13 4	247 1 8
Whittington - - - - - N.S. 6	214 10 0	1854	6 7 9½	259 16 0
Whixall - - - - - N.S.	100 0 0	1850		
" " - - - - - " - -	50 0 0	1850		
Wistanstow - - - - - N.S. 7	427 0 0	1859	1 16 2	35 12 0
Wombridge, Oakengates - - N.S. 5	20½ 0 0	1846	17 2 11½	395 13 0
" " - - - - - " - -	162 0 0	1859		
Woore, St. Leonard's - - - N.S.	42 0 0	1842	13 10 7	
" " - - - - - " - -	5 0 0	1847		
" " - - - - - " - -	52 0 0	1854		
Worfield, Endowed - - - -	- - -	- - -	- - -	42 10 0
Worthen - - - - - N.S. 7	93 0 0	1852	3 2 0½	317 17 8
Wrockwardine - - - - - N.S. 7	80 0 0	1854	6 2 6	536 3 6
" " - - - - - " - -	41 0 0	1857		
Wrockwardine Wood - - - N.S.	- - -	- - -	3 19 7	
SOMERSETSHIRE.				
Aller - - - - - N.S. 2	*35 0 0	1835	- - -	33 16 4
Ash - - - - - N.S.	50 0 0	1847		
Backwell - - - - - N.S. 6	- - -	- - -	- - -	248 12 4
Bagborough, West - - - - Par.	*40 0 0	1848		
Baltonsbrough - - - - - N.S. 1	- - -	- - -	- - -	35 17 4
Banwell - - - - - N.S.	50 0 0	1840		
Batcombe - - - - - N.S. 6	- - -	- - -	1 13 8½	73 17 0
Bath - - - - - P.U.	- - -	- - -	- - -	340 5 0
Bath - - - - - R.C. 6	- - -	- - -	6 14 11	962 19 0
Bath Abbey and St. James' - N.S. 12	7 12 6	1850	6 13 5½	1,019 12 8
" " - - - - - " - -	12 6 8	1853		
Bath and Bath Forum - - - B.S. 3	460 0 0	1854	9 18 1	331 9 2
Bath and Wells, Diocesan Board of Education - - - - -	- - -	- - -	40 0 0	
Bath, Beacon Hill - - - - N.S. 11	- - -	- - -	3 0 0	342 14 4
Bath, Deanery, Church Schoolmasters' Association - - - - -	- - -	- - -	5 0 0½	
Bath-Easton - - - - - N.S. 11	98½ 0 0	1859	1 10 6½	385 7 2
Bath, Harley Street, Girls - - 4	- - -	- - -	- - -	78 9 2
Bath, Octagon Chapel - - - N.S. 12	- - -	- - -	3 7 4	213 11 8
Bath, St. Saviour's - - - N.S. 11	150 0 0	1846	14 16 8½	1,054 15 10
" " - - - - - " - -	9 6 0	1851		
" " - - - - - " - -	5 0 0	1856		
" " - - - - - " - -	9 6 8	1859		
Bath, Sutcliffe Industrial School -	- - -	- - -	- - -	855 11 8

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	Amount.	Date of Payment.		
SOMERSETSHIRE—cont.				
Bath, Trim Street Chapel - 3	£ s. d.		£ s. d.	£ s. d.
Bath, Walcot Chapel - Wes. 3	- - -	- - -	- - -	29 8 4
Bath, Walcot, St. Swithin's - N.S. 11	450 0 0	1842	3 5 0	13 19 0
" " " - "	13 15 6	1849	22 9 0½	2,185 14 8
" " " - "	16 9 4	1850		
" " " - "	15 15 0	1851		
" " " - "	16 10 0	1854		
" " " - "	33 6 8	1855		
" " " - "	22 17 6	1859		
Bath, East Walcot, Infants - 11	- - -	- - -	- - -	60 16 8
Bath, Walcot, Trinity - N.S. 11	*115 0 0	1838	10 10 6½	899 7 8
" " " - "	409 0 0	1856		
" " " - "	55 0 0	1858		
Bath, Weymouth House, Central N.S. 12	25 10 1	1850	25 19 0	1,803 3 0
" " " - "	38 6 8	1851		
" " " - "	23 15 2	1852		
" " " - "	140 0 0	1854		
Bathampton - N.S. 11	- - -	- - -	1 6 8½	20 1 3
Bathwick - Ch. of E. 11	- - -	- - -	1 11 2½	236 19 9
Bathwick, Victoria, Infants - 12	- - -	- - -	2 0 11½	87 1 8
Beckington - Par. 6	- - -	- - -	- - -	145 10 8
Bedminster and St. Paul's Dis- trict - N.S. 11	*252 0 0	1838	56 4 2½	2,997 10 2
" " " - "	65 0 0	1849		
" " " - "	28 6 8	1852		
" " " - "	12 2 8	1855		
Bedminster, Deanery School- masters' Association - B.S. 3	288 0 0	1847	3 15 0	1,578 4 6
Bedminster - N.S. 3	335 0 0	1855	25 13 6	
Berrow - N.S. 3	70 0 0	1843	0 19 11½	
Biddisham - N.S. 3	120 0 0	1860	1 13 4½	
Binegar - N.S. 3	100 0 0	1858		
Bishopport - N.S. 12	100 0 0	1842	3 4 4½	44 16 8
" " " - "	5 16 6	1850		
" " " - "	9 16 8	1852		
" " " - "	232 13 7	1856		
Bladon (Charterhouse) - Ch. of E. 11	193 10 0	1861		
Bleadon - N.S. 11	146 1 0	1854	1 1 0½	12 6 4
Bradford - N.S. 2	50 0 0	1845	6 2 4½	108 12 4
" " " - "	18 6 0	1860		
Brent, East - N.S. 11	70 0 0	1841	8 3 6	
Brent, South - N.S. 11	- - -	- - -	2 10 10½	54 11 8
Brewham - N.S. 6	333 0 0	1861	- - -	9 10 0
Bridgewater (Dr. Morgan's) - N.S. 2	28 2 0	1858	15 15 11	903 7 4
Bridgewater, General - B.S. 2	- - -	- - -	1 3 4½	139 10 0
Bridgewater, Girls - N.S. 3	27 10 0	1853	3 6 8	158 0 0
" " " - "	16 0 0	1858		
Bridgewater, Ragged and Ch. of E. Day School - 405 0 0	405 0 0	1860		
Bridgewater, St. Mary's, Mount Street, Infants - N.S. 10	111 0 0	1846		
Bridgewater (Provident Place), Infants - 10	- - -	- - -	- - -	388 16 2
Bridgewater - Wes. 3	- - -	- - -	2 13 4½	
Brislington - N.S. 6	853 0 0	1859	- - -	128 0 0
Brislington, Arno's Court Re- formatory - R.C. 2	- - -	- - -	5 1 8½	233 3 2
Bristol, Temple Church, Infants, Ch. of E. 12	- - -	- - -	- - -	226 18 0
Bristol, Temple Church, Colston's Boys' School - 12	- - -	- - -	- - -	
Brompton-Ralph - N.S. 3	- - -	- - -	2 16 8½	73 6 0
Brushford - N.S. 3	- - -	- - -	0 18 8	0 12 0
Bruton - N.S. 6	*22 0 0	1840		
Buckland Dinham - N.S. 10	171 15 0	1853	2 1 10½	410 14 8
Burnham - N.S. 10	102 0 0	1849	- - -	11 13 0
Burrington School - N.S. 6	200 0 0	1857	- - -	87 9 0
Burrowbridge - 6	- - -	- - -	- - -	127 1 8
Butleigh - Ch. of E. 1	- - -	- - -	1 0 5	
" " " - N.S. 1	151 0 0	1846	2 7 8½	543 5 4
" " " - "	40 0 0	1854		



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SOMERSETSHIRE—cont.				
Cameley - - - - - Par. 6	£ 122 s. 1 d. 3	1861	£ - s. - d. -	£ 60 s. 14 d. 0
Cannington - - - - - N.S. 2	*140 0 0	1836	12 0 11½	777 8 10
Castle Cary - - - - - N.S. 6	110 0 0	1845	4 6 1½	201 5 0
" - - - - - "	20 0 0	1847	- - -	- - -
" - - - - - "	63 0 0	1856	- - -	- - -
" - - - - - "	4 15 0	1858	- - -	- - -
" - - - - - "	16 10 0	1860	- - -	- - -
Catcott - - - - - N.S.	37 10 0	1843	- - -	- - -
Chantry, Industrial School - - - - - 6	782 2 0	1857	14 6 9½	318 13 4
Chard - - - - - N.S. 2	24 0 0	1860	- - -	93 2 4
Charlton, (Queen) - - - - - N.S.	178 0 0	1853	- - -	- - -
Charlton, West - - - - - N.S. 2	- - -	- - -	- - -	175 13 0
Cheddar - - - - - N.S.	- - -	- - -	2 8 4½	- - -
Cheddon Fitzpaine - - - - - N.S.	80 0 0	1847	1 3 4¾	- - -
Chew-Magna - - - - - Par. 6	30 14 8	1858	3 9 2	202 19 0
Chewstoke - - - - - N.S. 6	- - -	- - -	3 8 2½	59 0 0
Chewton Mendip - - - - - N.S. 5	- - -	- - -	- - -	174 13 4
Churchill - - - - - Par.	25 16 8	1859	1 0 7	18 5 4
Chilton-upon-Polden, Sunday School - - - - -	*30 0 0	1840	- - -	- - -
Clandown - - - - - Ch. of E. 11	- - -	- - -	1 18 6½	16 7 0
Cleeve (Old) - - - - - N.S. 1	35 0 0	1854	3 2 3½	187 7 4
Clevedon - - - - - N.S. 6	*25 0 0	1835	8 7 7½	476 7 10
" - - - - - "	657 0 0	1859	- - -	- - -
Clutton - - - - - N.S.	*44 0 0	1839	- - -	17 5 0
Coker (East) - - - - - N.S. 10	- - -	- - -	- - -	995 19 4
Coker, East, Juvenile and Infants - - - - - B.S.	- - -	- - -	15 5 4	- - -
Coleford - - - - - N.S. 3	*60 0 0	1835	2 14 11½	36 0 4
" - - - - - "	102 0 0	1849	- - -	- - -
" - - - - - "	6 13 4	1853	- - -	- - -
" - - - - - "	26 1 0	1858	- - -	- - -
Combe Down - - - - - N.S.	30 0 0	1847	3 13 4½	305 3 8
" - - - - - "	5 10 0	1852	- - -	- - -
Combe Florey - - - - - N.S.	30 0 0	1846	- - -	- - -
Combe, St. Nicholas' - - - - - N.S. 2	- - -	- - -	- - -	227 19 8
Combwich - - - - - N.S. 2	120 0 0	1857	1 13 4½	47 11 4
Compton Bishop - - - - - N.S.	50 0 0	1844	- - -	- - -
Compton Dando - - - - - N.S. 11	226 0 0	1858	- - -	54 15 8
Compton Martin - - - - - N.S.	55 0 0	1843	- - -	11 5 0
Congresbury - - - - - N.S.	- - -	- - -	2 14 0	- - -
Corfe - - - - - Par. 2	- - -	- - -	- - -	36 8 4
Corston - - - - - N.S.	60 0 0	1844	- - -	- - -
" - - - - - "	14 0 0	1845	- - -	- - -
" - - - - - "	60 0 0	1843	- - -	- - -
Coxley - - - - - N.S.	13 9 0	1859	- - -	135 3 4
Cranmore, East and West - - - - - N.S. 6	250 0 0	1848	3 19 10½	721 17 6
Crewkerne - - - - - N.S. 2	238 0 0	1848	4 15 8	609 19 0
Curry, North - - - - - N.S.	2 8 4	1858	- - -	- - -
" - - - - - "	- - -	- - -	8 13 4	41 17 0
Cutcombe, Endowed - - - - - N.S. 2	- - -	- - -	- - -	- - -
Dundry - - - - - N.S.	296 0 0	1858	- - -	- - -
Downsiae, Ch. Ch. - - - - - N.S.	40 0 0	1841	8 1 2½	4 4 0
" - - - - - "	20 0 0	1843	- - -	- - -
" - - - - - "	25 0 0	1846	- - -	- - -
Dunkerton - - - - - N.S.	80 0 0	1848	- - -	- - -
Dunster - - - - - Wes.	50 0 0	1849	10 9 4½	530 13 0
" - - - - - "	95 0 0	1853	- - -	- - -
" - - - - - "	14 12 0	1860	- - -	- - -
Eastover, St. John's - - - - - N.S.	117 0 0	1847	- - -	- - -
" - - - - - "	58 10 0	1850	- - -	- - -
Elworthy - - - - - N.S.	*50 0 0	1838	1 0 10	- - -
Evercreech, Ch. Ch. - - - - - N.S. 6	75 0 0	1840	15 5 10	1,183 4 7
" - - - - - "	443 9 0	1855	at 14 14 0	- - -
" - - - - - "	157 0 0	1857	- - -	- - -
Exmoor - - - - - N.S. 2	- - -	- - -	- - -	12 7 8
Failand - - - - - N.S.	*40 0 0	1839	- - -	102 16 6
" - - - - - "	20 0 0	1848	- - -	- - -
" - - - - - "	3 15 6	1848	- - -	- - -

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	Amount.	Date of Payment.		
SOMERSETSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Farmborough, Par. - - - N.S. 11	315 12 0	1858	2 1 0	110 5 0
Flax Bourton - - - N.S.	- - -	-	0 16 0 <sup>a</sup>	26 3 4
Freshford - - - Ch. of E.	100 0 0	1848	2 18 2	188 3 8
Frome, Milk Street - - - B.S. 3	4 15 0	1853	-	-
Frome - - - Wes. 4	37 10 0	1858	2 8 0	441 1 0
Frome, Ch. Ch. - - - N.S. 6	181 0 0	1843	3 2 6	70 13 0
Frome-Selwood - - - N.S. 6	28 6 6	1853	1 3 0 <sup>1</sup> / <sub>2</sub>	12 1 8
" - - - " - - - N.S. 6	34 2 10	1857	5 7 7 <sup>3</sup> / <sub>4</sub>	365 2 4
Frome, Trinity - - - N.S. 6	125 0 0	1841	1 7 9	235 18 0
" - - - " - - - " - - -	25 0 0	1846	-	-
" - - - " - - - " - - -	16 19 8	1858	-	-
Glastonbury, Boys - - - N.S. 2	29 16 8	1860	7 5 11 <sup>1</sup> / <sub>2</sub>	367 12 8
Glastonbury, Girls - - - N.S. 2	- - -	-	-	188 7 6
Greinton - - - Par. 2	- - -	-	-	32 11 8
Hambridge - - - N.S.	100 0 0	1847	-	-
Harpree, East - - - Par. 6	- - -	-	-	6 5 0
Hatch-Beauchamp - - - N.S.	- - -	-	1 9 2	11 5 0
Hinton, St. George's - - - N.S.	287 0 0	1850	1 10 3 <sup>1</sup> / <sub>2</sub>	-
Horsington - - - N.S.	378 0 0	1857	1 11 7	7 16 9
Huish-Champflower - - - N.S.	- - -	-	2 0 0 <sup>1</sup> / <sub>2</sub>	-
Hull, Bishop's - - - N.S. 2	129 0 0	1848	2 2 2	278 3 4
Ilchester - - - N.S.	*79 0 0	1837	5 5 3 <sup>1</sup> / <sub>2</sub>	-
Ilminster - - - N.S. 2	500 0 0	1855	4 6 8 <sup>1</sup> / <sub>2</sub>	191 7 8
Keinton Mandeville - - - N.S.	42 0 0	1846	-	-
Kenn - - - N.S. 6	37 10 0	1842	-	13 13 4
Keynsham - - - Par. 11	568 0 0	1857	10 8 10 <sup>1</sup> / <sub>2</sub>	265 4 6
Keynsham - - - B.S. 4	- - -	-	-	29 16 0
Kilmersdon - - - Ch. of E. 6	309 0 0	1857	1 15 0 <sup>1</sup> / <sub>2</sub>	27 17 6
Kilmington - - - N.S.	- - -	-	1 0 6	-
Kingsdon - - - N.S.	*52 0 0	1838	3 9 1 <sup>1</sup> / <sub>2</sub>	-
Kingston Seymour - - - Par.	223 0 0	1858	-	-
Langford Budville - - - N.S. 2	- - -	-	-	48 9 0
Leigh-upon-Mendip - - - N.S. 6	- - -	-	-	47 0 8
Limington - - - N.S.	*35 0 0	1834	-	-
Littleton, High - - - N.S. 12	140 0 0	1844	2 0 5	118 16 0
" - - - " - - - N.S.	4 11 4	1852	-	-
Locking - - - N.S.	116 0 0	1860	-	-
Longford - - - N.S.	310 0 0	1858	-	-
Lovington - - - Ch. of E.	- - -	-	1 17 0	31 5 0
Lullington - - - B.S. 3	- - -	-	1 18 4	74 7 0
Luxborough - - - N.S.	- - -	-	1 1 9 <sup>a</sup>	-
Lyncombe, St. Mark's - - - N.S. 11	260 0 0	1845	11 6 5 <sup>1</sup> / <sub>2</sub>	1,877 13 8
" - - - " - - - N.S.	25 0 0	1853	-	-
Marston Bigott - - - Ch. of E. 6	- - -	-	-	46 1 3
Mark - - - N.S. 6	100 0 0	1845	1 0 0	194 3 8
" - - - " - - - N.S.	23 6 8	1856	-	-
Martock - - - N.S. 2	152 10 0	1848	6 9 10	531 17 8
" - - - " - - - N.S.	5 18 0	1851	-	-
Meare - - - N.S. 6	- - -	-	-	135 0 8
Mells - - - Ch. of E. 6	- - -	-	4 6 8 <sup>1</sup> / <sub>2</sub>	325 15 8
Merriott - - - N.S. 2	*66 0 0	1835	5 7 8 <sup>1</sup> / <sub>2</sub>	236 3 4
Middlezoy - - - N.S. 6	100 0 0	1844	6 12 2	26 7 0
" - - - " - - - N.S.	33 0 0	1849	-	-
Milberne Port - - - B.S.	- - -	-	3 17 4 <sup>1</sup> / <sub>2</sub>	153 11 0
Milborne Port - - - N.S. 2	- - -	-	2 1 2	266 10 8
Milverton - - - N.S. 2	- - -	-	12 1 4 <sup>1</sup> / <sub>2</sub>	1,483 0 6
Monksilver - - - N.S.	66 0 0	1847	-	-
" - - - " - - - N.S.	10 0 0	1857	-	-
Montacute - - - N.S. 1	126 0 0	1848	12 2 4	755 7 0
" - - - " - - - " - - -	9 6 4	1852	-	-
" - - - " - - - N.S.	40 0 0	1857	-	-
Monteclefe - - - N.S.	- - -	-	1 0 5 <sup>1</sup> / <sub>2</sub>	-
Mudford - - - N.S.	81 0 0	1848	-	-
Nailsea - - - Par.	- - -	-	1 19 5	226 18 2
Nailsea, Ch. Ch. - - - N.S. 6	150 0 0	1844	5 14 2 <sup>1</sup> / <sub>2</sub>	162 1 0
Nettlecombe, Yard - - - N.S. 2	- - -	-	-	252 0 0

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
SOMERSETSHIRE— <i>cont.</i>				
Norton, Midsomer - - - N.S. 11	£ 101 10 0	1841	£ 22 8 3½	£ 311 1 8
" " - - - - - " "	50 0 0	1846	- - -	- - -
" " - - - - - " "	14 5 5	1852	- - -	- - -
Norton, St. Philip, Infants - N.S. 6	40 0 0	1841	- - -	37 15 0
Oakhill - - - - - B.S. 3	- - -	- - -	- - -	121 4 0
Paulton - - - - - N.S. 11	50 0 0	1845	9 1 11½	966 4 6
" " - - - - - " "	67 0 0	1846	- - -	- - -
" " - - - - - " "	5 10 0	1847	- - -	- - -
" " - - - - - " "	5 6 8	1853	- - -	- - -
" " - - - - - " "	54 0 0	1856	- - -	- - -
" " - - - - - " "	3 16 0	1856	- - -	- - -
Paulton - - - - - Wes. 3	- - -	- - -	- - -	83 19 4
Pennard, East - - - - - N.S. -	35 0 0	1843	- - -	- - -
Pennard, West - - - - - Ch. of E. 1	81 0 0	1852	1 4 8	722 17 9
" " - - - - - " "	6 17 0	1854	- - -	- - -
" " - - - - - " "	178 0 0	1854	- - -	- - -
" " - - - - - " "	10 0 0	1856	- - -	- - -
" " - - - - - " "	14 0 0	1857	- - -	- - -
Penselwood - - - - - N.S. -	69 0 0	1847	- - -	- - -
Petherthon, North - - - N.S. 2	*150 0 0	1839	10 17 5½	648 7 4
" " - - - - - " "	23 13 0	1854	- - -	- - -
" " - - - - - " "	12 6 8	1857	- - -	- - -
Petherthon, North, Congregational B.S. -	- - -	- - -	2 3 4	110 19 0
Petherthon, South, Boys - - N.S. -	- - -	- - -	- - -	8 15 0
Petherthon, South, Girls - - N.S. 2	- - -	- - -	- - -	53 6 8
Pill - - - - - B.S. -	- - -	- - -	- - -	123 0 0
Pill (Benevolent) School - - 4	5 0 0	1851	25 19 3½	1,143 18 0
" " - - - - - " "	650 0 0	1855	- - -	- - -
Pilton - - - - - N.S. -	40 0 0	1847	- - -	- - -
Pitminster - - - - - N.S. -	75 0 0	1843	4 5 4½	206 2 0
" " - - - - - " "	45 0 0	1845	- - -	- - -
" " - - - - - " "	25 0 0	1856	- - -	- - -
Portishead - - - - - N.S. 6	76 10 0	1841	3 2 10½	537 8 0
" " - - - - - " "	2 15 0	1845	- - -	- - -
" " - - - - - " "	133 0 0	1847	- - -	- - -
" " - - - - - " "	16 10 0	1855	- - -	- - -
Publow, Pyne's - - - - - N.S. -	- - -	- - -	- - -	37 10 0
Puriton, Charity - - - - - Ch. of E. -	184 10 0	1861	1 9 11½	- - -
Radstock - - - - - N.S. 11	639 18 0	1858	9 2 11½	905 10 10
Redcliff, St. Mary's - - - N.S. 12	1,326 0 0	1856	25 0 8½	1,058 1 8
Redcliff (Pile Street), St. Mary's, Infant School - - - - - 12	- - -	- - -	6 7 3½	327 2 4
Rimpton - - - - - N.S. -	32 0 0	1845	1 3 4½	- - -
Road - - - - - Wes. 4	- - -	- - -	2 10 0	14 6 0
Rockwell Green - - - - - N.S. 2	12 0 0	1857	8 18 3	714 2 8
Seavington, St. Michael's - - N.S. 2	45 0 0	1844	- - -	6 8 0
Shepton Beauchamp - - - - - N.S. -	*60 0 0	1838	- - -	- - -
" " - - - - - " "	202 4 0	1859	- - -	- - -
Shepton Mallet - - - - - N.S. 5	- - -	- - -	2 5 11½	244 9 4
Shepton Mallet - - - - - B.S. 3	- - -	- - -	- - -	30 0 0
Shipham - - - - - N.S. 6	*40 0 0	1840	1 13 4	82 3 4
" " - - - - - " "	17 10 0	1860	- - -	- - -
Somerton - - - - - Ch. of E. 2	- - -	- - -	- - -	50 10 0
Spaxton - - - - - N.S. -	- - -	- - -	3 8 4	- - -
Stoke, St. Gregory - - - - - Ch. of E. -	351 0 0	1858	2 10 0½	- - -
Stoke Lane, St. Michael's - - N.S. 5	- - -	- - -	2 0 0½	60 19 0
Stoke, South - - - - - Ch. of E. 11	- - -	- - -	- - -	28 8 4
Stoke Trister - - - - - N.S. -	22 0 0	1842	- - -	- - -
Stowey Nether - - - - - Ch. of E. 3	114 0 0	1856	7 3 3½	400 9 7
Stower Over - - - - - Ch. of E. 3	- - -	- - -	- - -	18 2 0
Stratton - - - - - N.S. 5	282 0 0	1860	2 10 0	6 5 0
Street and Walton - - - - - B.S. -	*100 0 0	1837	6 7 6½	289 10 8
" " - - - - - " "	4 3 8	1847	- - -	- - -
" " - - - - - " "	684 18 4	1860	- - -	- - -
Sutton, Bishop, - - - - - N.S. -	70 0 0	1844	- - -	- - -
Sutton, Long, - - - - - Ch. of E. 2	21 0 0	1860	- - -	43 12 4
Tangier (Taunton) - - - - - Sch. 2	- - -	- - -	- - -	57 5 10
Taunton - - - - - P.U. 2	- - -	- - -	- - -	20 8 4



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			Amount.	Date of Payment.		
SOMERSETSHIRE— <i>cont.</i>			£ s. d.		£ s. d.	£ s. d.
Taunton, Central -	-	N.S. 2	*185 0 0	1838	24 11 11	1,257 13 8
"	"	"	20 0 0	1851		
"	"	"	35 0 0	1852		
"	"	"	48 0 0	1856		
Taunton, Trinity -	-	N.S. 1			12 1 10½	1,268 8 0
Taunton -	-	B.S. 10	*75 0 0	1840	11 3 9	1,283 1 8
"	-	"	125 0 0	1840		
"	-	"	29 15 8	1853		
"	-	"	4 12 8	1854		
"	-	"	44 0 0	1856		
Taunton, Original Infant School -	-		27 0 0	1855		317 10 4
Taunton, St. George's -	-	R.C.			1 9 11½	
Temple Combe -	-	N.S. 2	60 0 0	1845		125 1 8
Thorn Falcon -	-	N.S.			1 0 0	19 10 0
Tickenham -	-	N.S. 1	98 0 0	1852		19 13 4
Timberscombe, Endowed -	-	N.S.			2 1 4½	
Timsbury -	-	N.S. 6				6 9 0
Treborough -	-	N.S.			1 6 8	
Twerton -	-	Ch. of E. 11	636 6 0	1855	9 19 3¼	667 12 4
"	-	"			12 2 8	
Wanstrow -	-	N.S.	72 0 0	1856		
Washford -	-	N.S.			2 1 4½	
Wellington -	-	N.S. 2			7 16 5	929 3 0
Wellington (Fox Brothers) -	-	B.S. 10			11 18 7½	353 18 0
Wellow -	-	N.S. 7	123 0 0	1852	1 12 7½	75 6 0
Wells, Blue School -	-	5			1 16 8¼	92 18 4
Wells, Central School -	-	5	1,400 0 0	1859	11 2 7½	407 3 8
Wells, East, St. Thomas' -	-	N.S.				3 6 8
Weston (near Bath) -	-	N.S. 11	266 0 0	1847	12 1 9½	1,272 18 4
Weston-super-Mare -	-	N.S. 11	270 0 0	1845	11 3 3	1,539 17 10
"	-	"	50 0 0	1852		
Weston-super-Mare -	-	B.S.	123 13 4	1855	2 15 10	116 11 2
"	-	"	46 0 0	1857		
Weston-super-Mare, Emmanuel, Infants -	-	N.S. 11				139 2 8
Weston Zoyland -	-	N.S.	60 0 0	1842	1 10 0	
"	-	"	6 4 0	1847		
Widcombe (Bath) -	-	N.S. 11	31 5 4	1853	21 17 6½	1,321 3 0
"	-	"	140 0 0	1858		
Widcombe, Infants -	-	Par. 11			5 12 5½	339 15 4
Wincanton -	-	N.S. 1	*130 0 0	1838	1 1 11	157 12 1
"	-	"	6 15 0	1856		
"	-	"	22 15 0	1861		
Winford -	-	N.S.	96 0 0	1847		6 17 0
Winscombe -	-	B.S.	*50 0 0	1835		
Winsham -	-	N.S. 3			2 0 0½	64 13 8
Wiveliscombe -	-	N.S. 2	176 0 0	1842		12 19 0
Wookey -	-	N.S. 5	100 0 0	1845	6 14 3½	365 1 0
"	-	"	69 0 0	1855		
"	-	"	46 18 0	1858		
Wootton, North -	-	N.S.				2 11 0
Worle -	-	N.S. 11			2 1 8	98 18 4
Wraxall, Trinity -	-	N.S. 12			7 12 10	716 14 10
Wrington -	-	N.S. 6	*35 0 0	1842	6 5 0	370 13 4
"	-	"	706 0 0	1857		
Wrihtlington -	-	N.S.	30 0 0	1847		
Yatton -	-	N.S.	*72 0 0	1835	2 6 1½	
"	-	"	105 0 0	1844		
"	-	"	4 15 0	1853		
Yeoovil -	-	N.S. 1	250 0 0	1846	13 3 3	761 14 8
"	-	"	18 8 8	1852		
STAFFORDSHIRE.						
Acton, Trussell and Bednall -	-	N.S. 11	353 0 0	1857	2 7 0	10 5 0
Adbaston -	-	N.S.	45 0 0	1844		
"	-	"	16 0 0	1848		
Aldridge, Girls' and Infants' School -	-	12				140 10 0
Aldridge -	-	N.S.			1 3 4	

a Scientific apparatus.

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	Amount.	Date of Payment.				
STAFFORDSHIRE--cont.						
	£	s. d.	£	s. d.	£	s. d.
Alrewas - - - - - N.S. 12	460	0 0	1856	7 5 9½	473	7 4
Alton - - - - - N.S. 11	108	0 0	1845	1 15 6	176	3 0
" - - - - - " - - - - -	8	10 0	1858	- - -	- - -	- - -
Alton, St. John's - - - - - R.C. 7	-	- - -	- - -	2 10 0½	571	5 8
Amblecote - - - - - N.S. 1	656	0 0	1857	- - -	686	15 8
Amblecote (Dennis' Park) - - - - - N.S. 1	206	0 0	1847	13 14 8½	-	- - -
Areley, Upper - - - - - N.S. 5	404	0 0	1861	1 0 0½	184	19 0
Ashley - - - - - N.S. 6	400	0 0	1860	3 10 0½	53	9 0
Aston - - - - - N.S. 8	-	- - -	- - -	- - -	16	14 0
Aston, St. Saviour's - - - - - N.S. 1	80	0 0	1848	- - -	- - -	- - -
Aston-in-Stone, St. Michael's - - - - - R.C. 1	-	- - -	- - -	1 5 4½	21	1 8
Audley - - - - - Wes. 11	-	- - -	- - -	12 15 9½	858	14 2
Audley - - - - - N.S. 10	31	10 0	1855	2 15 0½	423	3 0
Audley, Village - - - - - N.S. 1	*a 130	0 0	1834	13 18 7	-	- - -
" - - - - - " - - - - -	40	0 0	1848	- - -	- - -	- - -
" - - - - - " - - - - -	40	0 0	1850	- - -	- - -	- - -
" - - - - - " - - - - -	36	0 0	1856	- - -	- - -	- - -
" - - - - - " - - - - -	19	7 6	1859	- - -	- - -	- - -
Barr, Great - - - - - N.S. 2	570	0 0	1857	4 3 4½	70	8 0
Betley - - - - - N.S. 9	256	0 0	1855	6 9 2½	623	7 8
Biddulph Moor - - - - - N.S. 9	155	6 8	1853	6 7 6½	110	2 6
Bilston - - - - - B.S. 1	*150	0 0	1839	- - -	- - -	- - -
Bilston, St. Joseph's - - - - - R.C. 7	-	- - -	- - -	14 8 2½	1,120	0 0
Bilston, St. Leonard's - - - - - N.S. 3	265	0 0	1849	11 6 1½	731	1 8
" - - - - - " - - - - -	1,215	10 0	1859	- - -	- - -	- - -
Bilston, St. Luke's, Infants - - - - - N.S. 1	175	10 0	1852	- - -	- - -	- - -
Bilston, St. Mary's - - - - - N.S. 3	350	0 0	1840	12 13 7½	952	3 4
" - - - - - " - - - - -	108	0 0	1843	- - -	- - -	- - -
" - - - - - " - - - - -	120	0 0	1845	- - -	- - -	- - -
" - - - - - " - - - - -	21	0 0	1848	- - -	- - -	- - -
" - - - - - " - - - - -	40	0 0	1851	- - -	- - -	- - -
" - - - - - " - - - - -	16	4 0	1858	- - -	- - -	- - -
Bilston - - - - - Wes. 5	-	- - -	- - -	5 0 7	291	4 6
Bishop's Wood - - - - - N.S. 8	273	0 0	1856	1 10 0	14	13 0
Birchills - - - - - N.S. 1	344	0 0	1855	6 3 11½	58	9 0
Blakenall - - - - - N.S. 2	-	- - -	- - -	- - -	25	15 0
Blakenhall Heath - - - - - N.S. 1	75	0 0	1843	- - -	- - -	- - -
" - - - - - " - - - - -	40	0 0	1846	- - -	- - -	- - -
" - - - - - " - - - - -	115	0 0	1861	- - -	- - -	- - -
Bloxwich - - - - - N.S. 2	81	0 0	1845	9 10 7½	405	4 8
" - - - - - " - - - - -	22	0 0	1849	- - -	- - -	- - -
" - - - - - " - - - - -	16	13 4	1853	- - -	- - -	- - -
" - - - - - " - - - - -	12	0 0	1856	- - -	- - -	- - -
Blymhill - - - - - Par. 5	416	0 0	1857	3 9 2½	325	9 0
Bramshall - - - - - Ch.S. 1	-	- - -	- - -	2 0 0	-	- - -
Brereton - - - - - N.S. 11	75	0 0	1846	1 10 0½	243	0 0
" - - - - - " - - - - -	20	0 0	1850	- - -	- - -	- - -
" - - - - - " - - - - -	30	0 0	1855	- - -	- - -	- - -
Brewood - - - - - N.S. 8	652	0 0	1860	3 6 8	136	2 8
Brewood, St. Mary's - - - - - R.C. 7	-	- - -	- - -	1 10 2	375	5 0
Brierley Hill - - - - - N.S. 1	*270	0 0	1835	23 18 11	653	13 6
" - - - - - " - - - - -	150	0 0	1843	- - -	- - -	- - -
Brierley Hill - - - - - Wes. 5	-	- - -	- - -	23 2 11	809	11 10
" - - - - - " - - - - -	-	- - -	- - -	66 13 4	-	- - -
Brookmoor - - - - - N.S. 1	300	0 0	1846	- - -	- - -	- - -
Bromley, Abbot's - - - - - N.S. 1	90	0 0	1844	1 10 1	-	- - -
Bromley, King's - - - - - N.S. 11	30	0 0	1853	1 5 0	51	5 0
Bromwich, West, All Saints' - - - - - N.S. 3	6	0 0	1861	12 13 7½	846	1 4
Bromwich, West, Christ's Ch. - - - - - N.S. 3	-	- - -	- - -	11 7 5½	723	8 4
Bromwich, West, Ebenezer In- dependent School - - - - - " 5	100	0 0	1840	- - -	19	17 0
Bromwich, West, Gold's Hill, Ironworks - - - - - Ch. of E. 2	-	- - -	- - -	7 8 4	863	5 2
Bromwich West, Hill Top - - - - - Wes. 5	-	- - -	- - -	29 13 6½	1,021	15 5
Bromwich, West, Holy Trinity - - - - - N.S. 3	155	0 0	1843	8 14 0½	1,305	8 4
" - - - - - " - - - - -	22	0 0	1846	- - -	- - -	- - -
" - - - - - " - - - - -	120	10 0	1855	- - -	- - -	- - -

*a* Being one-third of a grant towards erecting this school, with two others in the same parish, viz., "Talk-o'-the-Hill" and "Alsager's" (now called "Chesterton").

*b* Scientific apparatus.

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	Amount.	Date of Payment.		
STAFFORDSHIRE— <i>cont.</i>				
Bromwich, West, St. James', Hill Top - N.S. 4	£ 400 0 0	- 1845	£ 13 5 9	£ 1,874 1 8
Bromwich, West, St. Peter's - N.S. 3	- - -	- - -	- - -	54 13 0
Bromwich, West - R.C. -	- - -	- - -	1 17 1	- - -
Bromwich, West, Summit - B.S. 5	- - -	- - -	3 5 5½	1,100 7 0
Bromwich, West - Wes. 5	1,800 0 0	1858	18 17 10½	1,973 1 9
Brown Edge - N.S. 11	£31 11 0	1846	5 0 8½	2 12 0
Burslem, Dale Hall - N.S. -	*150 0 0	1836	3 4 11½	- - -
" " - " -	£100 0 0	1843	- - -	- - -
" " - " -	45 13 0	1861	- - -	- - -
Burslem, St. John's - N.S. 9	27 16 8	1853	20 1 9	1,234 10 7
" " - " -	15 0 0	1855	- - -	- - -
Burslem, St. Paul's (Sytech) - N.S. 9	111 10 0	1841	- - -	29 16 0
" " - " -	23 0 0	1847	- - -	- - -
Burslem - " - Wes. 12	441 0 0	1851	34 4 2½	1,345 3 10
Burton-on-Trent - B.S. 12	237 10 0	1845	15 10 1½	402 6 8
" " - " -	26 13 4	1854	- - -	- - -
Burton-on-Trent (Anderstaff Lane), Trinity - N.S. -	100 0 0	1846	- - -	- - -
Burton-on-Trent, Christ Church - N.S. 12	310 0 0	1844	24 5 7½	2,464 11 0
" " - " -	118 0 0	1855	- - -	- - -
" " - " -	543 0 0	1858	- - -	- - -
Bushbury - N.S. 4	- - -	- - -	5 11 9½	484 13 8
Cannock, Endowed - N.S. 8	- - -	- - -	8 13 1	457 16 8
Caponfield Ironworks - Ch. of E. 2	- - -	- - -	- - -	285 13 0
Cauldon, Low - N.S. 12	100 0 0	1848	1 17 11½	73 11 3
Caverswall - N.S. 9	- - -	- - -	4 7 10½	123 3 4
Cheadle - N.S. 11	150 0 0	1840	17 12 1½	1,305 17 4
" " - " -	412 8 0	1845	- - -	- - -
" " - " -	53 6 8	1855	- - -	- - -
Cheadle, St. Giles' - R.C. 7	- - -	- - -	2 14 10½	659 19 0
Cheadle, St. Wilfred's - R.C. 9	- - -	- - -	1 0 0	38 6 8
Cheadleton - N.S. 10	221 4 6	1855	10 6 1	283 17 0
Cheslyn Hay - B.S. -	*100 0 0	1840	- - -	- - -
Chesterton - N.S. 10	834 0 0	1857	- - -	801 7 2
Chesterton (late Alsager's Bank) N.S. -	£130 0 0	1834	- - -	- - -
" " - " -	20 0 0	1845	- - -	- - -
Chorlton - " - N.S. -	68 0 0	1849	- - -	- - -
Cobridge - N.S. 10	- - -	- - -	1 19 5½	208 15 2
Cobridge, St. Peter's - R.C. 7	- - -	- - -	6 0 7½	703 17 4
Corngreave's New British Iron Company's School - 2	- - -	- - -	- - -	34 7 0
Coseley, Ch. Ch. - N.S. 4	193 0 0	1845	22 2 2	1,103 6 4
Coseley (Darkhouse Lane) - B.S. 3	*150 0 0	1837	- - -	10 10 0
Coseley (Prince's End) - N.S. 4	318 0 0	1845	9 16 6½	189 10 0
Coseley, West - N.S. 3	252 0 0	1845	- - -	40 3 4
Coven - Ch. of E. 8	274 0 0	1859	2 8 7½	191 14 4
Cranberry Alley - N.S. 9	*25 0 0	1840	- - -	8 13 4
Creswell, St. Mary's - R.C. 7	- - -	- - -	4 3 5½	331 5 10
Croxton - N.S. -	163 0 0	1855	- - -	- - -
Darlaston - Wes. 4	- - -	- - -	3 15 0	17 10 0
Darlaston - B.S. -	*300 0 0	1837	- - -	- - -
Darlaston Green, St. George's - N.S. 3	364 0 0	1844	7 13 5½	712 16 6
" " - " -	4 10 0	1853	- - -	- - -
" " - " -	5 0 0	1856	- - -	- - -
Darlaston, Old Church, Girls - N.S. 3	- - -	- - -	- - -	72 19 4
Denstone - Ch. of E. 9	- - -	- - -	- - -	37 6 8
Dilthorne, Endowed Free - N.S. -	- - -	- - -	2 9 5½	- - -
Draycot - N.S. 10	70 0 0	1846	2 16 10	269 0 4
" " - " -	25 0 0	1860	- - -	- - -
Draycot-le-Moors - N.S. 10	271 0 0	1861	3 10 3½	104 0 0
Eccleshall, Offley Hay - N.S. -	147 2 6	1861	- - -	41 8 4
Ellastone - N.S. 9	422 0 0	1859	11 9 10	615 9 1
Enville - Par. 2	- - -	- - -	- - -	33 18 4
Essington - N.S. 4	110 0 0	1847	9 4 0½	427 0 8
" " - " -	5 3 6	1853	- - -	- - -

a Towards liquidating debt in this and St. Paul's school (Sytech).

b Being one-third of a grant towards erecting this school, in conjunction with two others in the same parish, viz., "Talk-o'-the-Hill," and "Audley Village" girls' school.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
STAFFORDSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Etruria - - - - - B.S. 12	- - - - -	- - - - -	13 5 4½	346 16 8
Etruria - - - - - N.S. 9	245 0 0	1846	2 10 0½	12 1 0
Ettingshall - - - - - N.S. 3	223 2 11	1853	4 17 4½	446 0 4
Ettingshall - - - - - Wes. 5	200 0 0	1860	7 4 8	623 7 8
Ettingshall, Infant	- - - - -	- - - - -	- - - - -	103 3 4
Eaton (Church) - - - Ch. of E.	181 0 0	1858	- - - - -	- - - - -
Fenton - - - - - N.S. 9	- - - - -	- - - - -	2 10 10	54 19 0
Forebridge - - - - - N.S. 8	100 0 0	1845	5 0 0½	293 2 4
" - - - - - " - - - - -	70 0 0	1857	- - - - -	- - - - -
Forsbrook - - - - - N.S. 9	185 0 0	1857	2 1 8½	39 17 1
Freehay, St. Chad's - - N.S. 10	160 0 0	1847	6 19 0½	953 9 0
" - - - - - " - - - - -	195 1 2	1857	- - - - -	- - - - -
Glascote - - - - - N.S. 11	291 12 0	1855	- - - - -	166 18 0
Goldenhill - - - - - N.S. 9	150 0 0	1840	4 15 10½	693 4 10
" - - - - - " - - - - -	4 13 4	1853	- - - - -	- - - - -
" - - - - - " - - - - -	50 0 0	1855	- - - - -	- - - - -
Gornal - - - - - B.S.	*150 0 0	1835	- - - - -	- - - - -
Gornal, Lower - - - - - N.S. 3	300 0 0	1846	- - - - -	15 0 0
Gornal, Upper - - - - - N.S. 2	100 0 0	1846	4 1 10½	80 19 0
" - - - - - " - - - - -	36 0 0	1846	- - - - -	- - - - -
" - - - - - " - - - - -	82 0 0	1856	- - - - -	- - - - -
Halmer End - - - - - N.S. 10	54 0 0	1850	- - - - -	4 7 0
" - - - - - " - - - - -	29 6 8	1857	- - - - -	- - - - -
" - - - - - " - - - - -	42 10 0	1859	- - - - -	- - - - -
Hampstall-Ridware - - - N.S. 11	- - - - -	- - - - -	1 8 1½	204 13 4
Hanbury, Endowed - - - N.S. 10	150 0 0	1849	4 13 6	4 11 0
Handsworth - - - - - N.S. 2	- - - - -	- - - - -	4 18 1½	117 3 10
Handsworth Island Cottage	- - - - -	- - - - -	- - - - -	- - - - -
Industrial Home - - -	10 - - -	- - - - -	- - - - -	28 15 0
Handsworth, St. James' - N.S. 2	65 0 0	1843	6 8 1½	131 13 0
Hanford - - - - - N.S. 10	- - - - -	- - - - -	1 4 0½	45 15 0
Hanley - - - - - N.S. 10	- - - - -	- - - - -	- - - - -	19 13 0
Hanley - - - - - R.C. 7	- - - - -	- - - - -	- - - - -	10 17 0
Hanley, Bethesda - - - B.S. 11	- - - - -	- - - - -	4 19 2	101 9 10
Harborne, Endowed - - - N.S. 4	*140 0 0	1833	22 12 0	413 19 8
" - - - - - " - - - - -	48 0 0	1848	- - - - -	- - - - -
" - - - - - " - - - - -	38 10 0	1852	- - - - -	- - - - -
Harborne Heath, St. John's Ch. of E.	366 5 0	1861	- - - - -	- - - - -
Harborne Public School - - N.S. 9	- - - - -	- - - - -	3 17 7½	- - - - -
Hartshill - - - - - N.S. 9	- - - - -	- - - - -	1 19 9	310 0 4
Haywood, St. John the Baptist's R.C. 7	270 0 0	1856	2 19 6½	162 18 10
Hilderstone - - - - - N.S. 10	- - - - -	- - - - -	1 17 0	74 13 8
Hixon, St. Peter's - - - N.S. 11	194 8 0	1858	- - - - -	83 11 8
Hollington - - - - - N.S. 9	- - - - -	- - - - -	1 0 0	11 13 4
Hope - - - - - N.S. 9	- - - - -	- - - - -	2 3 9½	87 16 8
Horninglow - - - - - N.S. 10	40 0 0	1846	- - - - -	- - - - -
Horton Lee - - - - - N.S. 10	100 0 0	1848	- - - - -	- - - - -
Hyde Lea - - - - - N.S. 3	204 0 0	1861	1 1 10	23 18 4
Ipstones, Agricultural - Ch. of E. 10	302 2 0	1854	11 12 1	777 5 5
" - - - - - " - - - - -	- - - - -	- - - - -	10 0 0	- - - - -
Keele - - - - - Ch. of E. 9	- - - - -	- - - - -	2 9 5½	71 19 8
Kidsgrove - - - - - N.S. 9	- - - - -	- - - - -	20 2 2½	1,579 9 4
Kingshill - - - - - Ch. of E. 2	- - - - -	- - - - -	- - - - -	24 15 0
Kingsley, Infants' - - - Ch. of E. 9	- - - - -	- - - - -	- - - - -	77 5 0
Kingswinford (Oak Farm Iron-works) - - - - - N.S.	800 0 0	1845	- - - - -	- - - - -
Kingswinford, St. Mary's - N.S. 1	300 0 0	1846	6 17 9	1,021 10 0
" - - - - - " - - - - -	40 0 0	1855	- - - - -	- - - - -
Kinver - - - - - N.S. 1	*55 0 0	1836	5 10 7½	128 11 8
" - - - - - " - - - - -	204 15 0	1851	- - - - -	- - - - -
" - - - - - " - - - - -	6 0 0	1861	- - - - -	- - - - -
" - - - - - " - - - - -	73 0 0	1861	- - - - -	- - - - -
Knightley - - - - - N.S.	124 0 0	1846	5 6 8	- - - - -
Knypersley - - - - - Ch. of E. 10	- - - - -	- - - - -	1 17 6	186 19 8
Lapley and Wheaton Aston - N.S. 8	324 0 0	1854	4 1 3	301 12 8
Leasowe (Shaw's) - - - N.S. 1	- - - - -	- - - - -	2 16 8	8 5 0
Leek - - - - - Wes. 11	- - - - -	- - - - -	7 0 11½	219 2 10
Leek, Brunswick, Infants - Wes. 12	- - - - -	- - - - -	- - - - -	50 1 8
Leek, Old Church - - - N.S. 10	*350 0 0	1835	2 9 2	37 5 0
" - - - - - " - - - - -	85 0 0	1847	- - - - -	- - - - -

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
STAFFORDSHIRE—cont.				
Leek, St. Luke's - - - N.S. 10	£ 178 0 0	1847	£ 1 11 4½	£ 322 18 4
" - - - - - " - - - 10	65 0 0	1855	- - - - -	- - - - -
Leigh, Endowed Free School - - - 10	311 0 0	1858	1 6 8	62 8 0
Lichfield, St. Mary's - - - N.S. 1	114 0 0	1842	1 7 8½	579 4 8
" - - - - - " - - - 1	99 15 0	1849	- - - - -	- - - - -
Lichfield, St. Michael's - - - Ch. of E. 1	192 12 0	1860	- - - - -	- - - - -
Longdon - - - - - N.S. 11	116 14 0	1854	- - - - -	16 10 0
Longton - - - - - N.S. 11	*125 0 0	1838	- - - - -	- - - - -
Longton - - - - - Wes. 11	- - - - -	- - - - -	4 3 4	146 4 4
Longton, St. Gregory - - - R.C. 7	- - - - -	- - - - -	14 18 5½	528 8 0
Madeley, Endowed - - - N.S. 8	- - - - -	- - - - -	7 0 10½	711 11 6
Maryvale, Industrial - - - R.C. 5	- - - - -	- - - - -	- - - - -	88 16 8
Mayfield - - - - - N.S. 9	90 0 0	1840	8 11 1½	776 4 10
" - - - - - " - - - 9	265 4 0	1854	- - - - -	- - - - -
Milwich - - - - - N.S. 10	- - - - -	- - - - -	1 5 3	154 14 10
Moddershall - - - - - N.S. 10	60 0 0	1844	- - - - -	- - - - -
" - - - - - " - - - 10	45 0 0	1850	- - - - -	- - - - -
Moreton - - - - - N.S. 4	84 0 0	1847	- - - - -	45 8 0
Mowcop - - - - - N.S. 9	135 0 0	1843	23 2 1½	127 18 8
" - - - - - " - - - 9	22 10 0	1861	- - - - -	- - - - -
Moxley - - - - - N.S. 2	*200 0 0	1838	18 12 3	28 13 0
" - - - - - " - - - 2	15 0 0	1844	- - - - -	- - - - -
" - - - - - " - - - 2	30 0 0	1846	- - - - -	- - - - -
" - - - - - " - - - 2	15 0 0	1856	- - - - -	- - - - -
Newcastle-under-Lyne - - - B.S. 9	*350 0 0	1835	- - - - -	- - - - -
Newcastle-under-Lyne - - - N.S. 9	*75 0 0	1835	9 5 3½	1,057 7 8
" - - - - - " - - - 9	63 6 8	1856	- - - - -	- - - - -
" - - - - - " - - - 9	27 10 0	1856	- - - - -	- - - - -
Newcastle - under - Lyne, St. George's - - - N.S. 9	693 0 0	1857	4 3 10½	875 7 7
Newchapel - - - - - N.S. 2	152 0 0	1848	- - - - -	- - - - -
Norbury - - - - - N.S. 2	47 0 0	1846	5 6 8	5 18 0
Northwood - - - - - N.S. 9	598 0 0	1859	4 17 0	231 10 3
Norton Canes - - - - - N.S. 9	- - - - -	- - - - -	- - - - -	56 14 4
Norton-in-the-Moors - - - N.S. 9	13 17 0	1859	8 4 7	810 3 6
" - - - - - " - - - 9	96 0 0	1860	- - - - -	- - - - -
Oakamoor - - - - - N.S. 10	196 0 0	1858	1 10 2½	231 7 8
Ocker Hill - - - - - N.S. 3	550 0 0	1853	13 17 4½	346 13 4
" - - - - - " - - - 3	65 0 0	1861	- - - - -	- - - - -
Ogley Hay, St. James' - - - N.S. 2	598 18 0	1859	- - - - -	34 9 8
Oulton - - - - - N.S. 2	142 0 0	1860	- - - - -	- - - - -
Pelsall - - - - - B.S. 5	*100 0 0	1837	- - - - -	- - - - -
Pelsall - - - - - N.S. 5	152 0 0	1848	2 7 11	- - - - -
Pelsall - - - - - Wes. 5	- - - - -	- - - - -	4 3 4½	99 2 4
Penkull, St. Thomas' - - - N.S. 10	350 0 0	1845	4 7 0½	270 4 0
" - - - - - " - - - 10	35 10 10	1856	- - - - -	- - - - -
Penkridge - - - - - N.S. 8	- - - - -	- - - - -	24 16 8	908 5 6
Pensnett, Boys and Girls - - N.S. 1	735 0 0	1861	- - - - -	- - - - -
Pensnett, Infants - - - N.S. 1	70 1 6	1846	- - - - -	132 9 6
Pensnett - - - - - B.S. 4	- - - - -	- - - - -	- - - - -	12 0 0
Pleck and Bescott - - - N.S. 2	396 4 4	1856	4 12 8	253 6 10
Quarry Bank - - - - - N.S. 11	300 0 0	1845	- - - - -	- - - - -
" - - - - - " - - - 11	2 0 0	1848	- - - - -	- - - - -
Ranton - - - - - N.S. 11	32 0 0	1846	5 6 8	- - - - -
Rochester - - - - - N.S. 11	122 0 0	1853	4 6 9½	501 9 2
Rollestone - - - - - Ch. of E. 10	- - - - -	- - - - -	- - - - -	273 10 0
Rowley Regis - - - - - N.S. 1	213 0 0	1849	6 12 11	185 16 1
" - - - - - " - - - 1	5 0 0	1856	- - - - -	- - - - -
Rugeley (Prince of Wales') - N.S. 11	220 0 0	1845	3 1 3½	240 16 8
" - - - - - " - - - 11	54 15 0	1855	- - - - -	- - - - -
Rugeley - - - - - Wes. 10	- - - - -	- - - - -	2 1 8	- - - - -
Rugeley, St. Etheldreda's - - R.C. 10	- - - - -	- - - - -	- - - - -	83 5 0
Rugeley - - - - - Wes. 11	- - - - -	- - - - -	- - - - -	1 5 0
Rushall - - - - - N.S. 10	100 0 0	1848	6 0 8½	- - - - -
Sandon - - - - - N.S. 10	- - - - -	- - - - -	- - - - -	27 3 0
Sedgley (Cathem's Corner) - N.S. 10	*175 0 0	1835	- - - - -	- - - - -
Sedgley (Straits and Can Lane) N.S. 10	*130 0 0	1835	- - - - -	- - - - -

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STAFFORDSHIRE— <i>cont.</i>				
Shelton, St. Mark's - - N.S. 9	*195 0 0	1838	£ s. d. 16 8 1½	£ s. d. 1,649 6 10
" " - - - - " - - "	75 0 0	1844		
" " - - - - " - - "	30 0 0	1853		
Shelton, the "Granville School" - - 10	- - - - -	- - - - -	11 7 11½	1,032 0 9
Shenstone - - - - N.S. 11	*97 0 0	1838	1 8 3½	46 13 0
" " - - - - " - - "	445 0 0	1856		
Sheriff Hales, Duke of Suther- land's - - - - - 6	- - - - -	- - - - -	- - - - -	93 9 8
Short Heath - - - - Wes. 5	- - - - -	- - - - -	3 19 3½	204 1 10
Silverdale - - - - N.S. 10	252 0 0	1848	7 3 6½	732 13 0
" " - - - - " - - "	43 0 0	1856		
" " - - - - " - - "	21 0 0	1856		
" " - - - - " - - "	103 7 0	1859		
Smethwick - - - - N.S. 3	200 0 0	1840	9 11 5	576 19 4
" " - - - - " - - "	82 0 0	1856		
Smethwick - - - - Wes. -	- - - - -	- - - - -	5 1 6	
Smethwick - - - - R.C. 7	220 0 0	1861	- - - - -	1 17 6
Smethwick (Chance's) - - N.S. 3	- - - - -	- - - - -	28 1 5½	2,189 16 8
Smethwick, St. Matthews - N.S. 2	- - - - -	- - - - -	- - - - -	16 14 0
Stafford - - - - B.S. -	*150 0 0	1836		
Staffordshire (North), Church Schoolmasters' Association - - - -	- - - - -	- - - - -	5 0 0½	
Stafford, St. Augustine's - - R.C. 8	- - - - -	- - - - -	- - - - -	21 4 8
Stafford, St. Mary's - - - N.S. 8	763 0 0	1857	14 16 5	778 3 8
" " - - - - " - - "	226 0 0	1858		
Stoke-upon-Trent - - - N.S. 9	- - - - -	- - - - -	20 2 11	1,674 17 7
Stoke-upon-Trent, Boothen Branch - - - -	- - - - -	- - - - -	- - - - -	38 11 8
Stoke-upon-Trent, Mount Pleasant School - - - - 9	- - - - -	- - - - -	- - - - -	74 13 4
Stoke-upon-Trent, Cliffe Villa - N.S. 9	- - - - -	- - - - -	- - - - -	23 8 4
Stone - - - - Par. 9	791 0 0	1859	2 4 9	96 15 4
Stone, Ch. Ch. - - - - N.S. 9	147 0 0	1842	17 3 4	1,406 4 0
" " - - - - " - - "	70 0 0	1845		
" " - - - - " - - "	15 0 0	1855		
" " - - - - " - - "	180 0 0	1857		
Stone, St. Ann's - - - - R.C. -	- - - - -	- - - - -	2 0 0½	11 0 0
Stowe, Lichfield, Endowed Ch. of E. 11	40 0 0	1855	3 16 10½	418 0 5
Stretton - - - - N.S. -	- - - - -	- - - - -	1 9 2½	
Swynnerton - - - - Ch. of E. 11	- - - - -	- - - - -	- - - - -	5 16 8
Talk-o'-the-Hill - - - - N.S. 9	a*130 0 0	1834	3 8 3½	93 16 8
" " - - - - " - - "	27 16 0	1860		
Talk-o'-the-Hill, Butt Lane - - N.S. 10	159 0 0	1847	3 15 0½	121 12 0
" " - - - - " - - "	36 0 0	1846		
" " - - - - " - - "	35 10 6	1858		
Tamworth - - - - N.S. 11	90 0 0	1847	24 1 0	1,816 1 8
" " - - - - " - - "	15 0 0	1847		
" " - - - - " - - "	27 5 0	1848		
" " - - - - " - - "	14 5 4	1851		
" " - - - - " - - "	60 0 0	1856		
Tamworth (Sir R. Peel's), Endowed School - - - - 11	- - - - -	- - - - -	7 7 10½	457 1 8
Tean - - - - B.S. 12	- - - - -	- - - - -	13 10 0½	1,281 19 0
Tettenhall - - - - N.S. 5	191 7 2	1859	8 12 3½	281 15 10
Tettenhall, Infants - - - - N.S. 3	- - - - -	- - - - -	- - - - -	47 5 0
Tipton - - - - Wes. 5	- - - - -	- - - - -	15 13 0½	1,190 19 7
Tipton, Great Bridge - - - - Wes. 5	1,048 0 0	1860	13 2 9½	172 7 4
Tipton Hall - - - - N.S. 2	- - - - -	- - - - -	10 9 2½	240 14 8
Tipton, St. John's - - - - N.S. 3	- - - - -	- - - - -	- - - - -	213 12 8
Tipton, St. Martin's - - - - N.S. 2	- - - - -	- - - - -	6 17 10	228 6 0
Tipton, St. Paul's - - - - Ch. of E. 1	- - - - -	- - - - -	4 6 4½	37 5 0
Tipton, St. Paul's, Infants - N.S. 1	- - - - -	- - - - -	- - - - -	34 10 0
Tittensor - - - - N.S. 11	- - - - -	- - - - -	- - - - -	103 0 8
Trent Vale - - - - N.S. 11	85 0 0	1846	4 6 3	288 5 2
" " - - - - " - - "	40 0 0	1852		
Tunstall - - - - N.S. 9	*300 0 0	1839	11 1 5½	1,050 18 6
" " - - - - " - - "	30 0 0	1846		
" " - - - - " - - "	40 0 0	1854		
Tunstall - - - - Wes. 12	- - - - -	- - - - -	10 6 4½	867 18 4
Tutbury - - - - Ch. of E. 11	- - - - -	- - - - -	2 4 0½	390 14 4
Tutbury, Endowed, Boys - - - 11	- - - - -	- - - - -	- - - - -	11 5 0

a Being one-third of a grant towards erecting this school, in conjunction with two others in the same parish, viz., "Audley Village" girls' school, and "Alsager's Bank," (now called "Chesterton").



Name and Denomination of School and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
STAFFORDSHIRE— <i>cont.</i>				
	£ s. d.		£ s. d.	£ s. d.
Tutbury, Free School - - - - -	- - - - -	- - - - -	2 12 3½	
Uttoxeter - - - - - N.S. 11	8 12 0	1853	16 8 4	985 7 3
Uttoxeter - - - - - Wes. 11	250 0 0	1855		
Walsall - - - - - Wes. 3	1,365 5 0	1860	12 5 7	75 7 0
Walsall, Blue Coat - - - - - N.S. 3	1,725 0 0	1859	10 0 1	36 19 4
Walsall, St. Matthew's - - - - - N.S.	35 0 0	1860	22 3 5½	1,491 0 4
Walsall, St. Mary's - - - - - R.C. 7	173 0 0	1853		
Walsall, St. Peter's - - - - - N.S. 1	81 0 0	1849	5 7 9	730 2 0
Walsall Wood - - - - - N.S. 3	20 0 0	1854	30 11 10½	259 11 4
" - - - - - " - - - - - N.S.	40 0 0	1846		
" - - - - - " - - - - - " - - - - -	20 0 0	1846	3 7 1	39 18 0
Walton - - - - - N.S.	10 0 0	1854		
Wednesbury - - - - - B.S. 5	*50 0 0	1839		
Wednesbury - - - - - Wes. 5	445 0 0	1859		
Wednesbury, King's Hill - - - - - N.S.	- - - - -	- - - - -	- - - - -	109 14 0
Wednesbury, St. Bartholomew's - - - - - N.S. 3	180 0 0	1843	9 3 4½	773 16 11
" - - - - - " - - - - - " - - - - -	30 0 0	1844	4 2 7½	
Wednesbury, St. James' - - - - - N.S. 4	13 0 0	1845	30 10 6	1,415 14 2
Wednesbury, St. John's - - - - - N.S. 4	359 0 0	1845	26 7 1	1,128 5 10
" - - - - - " - - - - - " - - - - -	588 0 0	1861		
Wednesbury, St. John's - - - - - N.S. 4	321 0 0	1849	26 18 6½	1,285 5 0
" - - - - - " - - - - - " - - - - -	10 0 0	1851		
" - - - - - " - - - - - " - - - - -	5 5 0	1852		
" - - - - - " - - - - - " - - - - -	2 15 0	1853		
" - - - - - " - - - - - " - - - - -	46 0 0	1855		
Wednesfield - - - - - B.S.	228 15 0	1861		
Wednesfield - - - - - N.S. 4	*75 0 0	1837		
Wednesfield Heath - - - - - N.S. 3	819 0 0	1857	8 6 8	153 15 10
Wetley Rocks - - - - - N.S. 10	670 0 0	1858	3 4 4½	147 18 4
Wiggington - - - - - N.S. 4	120 0 0	1843	11 13 2½	71 16 0
Willenhall - - - - - Wes. 5	- - - - -	- - - - -	1 16 0	440 5 2
Willenhall, Holy Trinity - - - - - N.S. 4	535 0 0	1858	12 5 1½	302 6 8
Willenhall, Little London - - - - - B.S.	150 0 0	1840	15 0 0	
Willenhall, Primitive Methodist Sch. - - - - - N.S.	*125 0 0	1838	3 3 4½	415 16 3
Willenhall St. Ann's - - - - - N.S.	557 0 0	1859		
Willenhall, St. Giles' - - - - - N.S.	351 0 0	1855	3 4 2	
Winshall, Holy Trinity - - - - - N.S.	60 0 0	1846		
Wolstanton - - - - - N.S. 9	150 0 0	1841	6 9 5	496 8 4
Wolverhampton - - - - - Wes. 5	51 15 0	1855		
Wolverhampton, Blue Coat Ch. of E. - - - - -	1,095 0 0	1858	10 8 4½	255 6 8
Wolverhampton, Chillington Company's - - - - - N.S. 3	39 0 0	1861	3 6 8	
Wolverhampton, Ragged School - - - - - N.S.	462 15 0	1852	2 3 1½	99 3 4
Wolverhampton, Temple St. B.S. - - - - -	*500 0 0	1837	5 11 4½	
Wolverhampton, St. George's - - - - - N.S. 3	554 0 0	1845	30 9 2½	777 6 0
Wolverhampton, St. James' - - - - - N.S. 4	23 12 6	1861	10 3 7½	458 15 0
Wolverhampton, St. John's - - - - - N.S. 3	300 0 0	1845		
Wolverhampton, St. Mark's - - - - - N.S. 3	63 15 0	1857	9 3 3½	700 0 4
Wolverhampton, St. Matthew's - - - - - N.S. 3	*260 0 0	1834	11 8 6	204 12 4
Wolverhampton, St. Mary's - - - - - N.S. 4	325 0 0	1850	11 17 6½	699 10 10
Wolverhampton, St. Patrick's - - - - - R.C. 7	200 0 0	1852	3 13 4½	303 8 0
Wolverhampton, St. Peter's and St. George's, Girls - - - - - R.C. 7	401 0 0	1847	14 11 8½	552 14 6
Wolverhampton, St. Paul's - - - - - N.S. 4	160 0 0	1856	32 1 5½	1,714 14 4
" - - - - - " - - - - - " - - - - -	150 0 0	1842	29 10 6½	2,091 11 6
" - - - - - " - - - - - " - - - - -	243 10 0	1850		
" - - - - - " - - - - - " - - - - -	13 8 6	1859		
Wolverhampton, St. Peter's and St. Paul's, Boys - - - - - R.C. 7	44 2 0	1859		
Wolverhampton, St. Peter's, Collegiate Church - - - - - N.S. 3	517 0 0	1847	23 7 6	1,472 18 0

δ Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.			Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
			Amount.	Date of Payment.		
STAFFORDSHIRE— <i>cont.</i>			£ s. d.		£ s. d.	£ s. d.
Wolverhampton, St. Peter's						
Whitmore Rean's	N.S.	3	320 0 0	1860	4 1 4	14 16 8
Wolverhampton, Snow Hill, Congregational School		5	- - -	- - -	6 0 10½	559 18 5
Wolverhampton, Snow Hill, St. Mary's	R.C.S.	7	- - -	- - -	- - -	23 0 1
Wordsley	N.S.	1	104 0 0	1844	32 0 0	1,004 9 1
"	"	"	50 0 0	1844	28 18 4	
"	"	"	50 0 0	1848		
"	"	"	54 0 0	1856		
Wombourn	N.S.	3	686 14 0	1860	7 1 8½	26 17 0
Wordsley, Cote Lane	N.S.	1	- - -	- - -	- - -	117 14 0
Wyrley, Great	N.S.	4	- - -	- - -	- - -	30 12 0
Yoxall	N.S.	11	- - -	- - -	2 1 5	17 10 0
SUFFOLK.						
Aldeburgh	N.S.	8	- - -	- - -	1 1 7	831 11 4
Alderton	N.S.	8	225 0 0	1859	- - -	94 4 2
Aldringham	N.S.		40 0 0	1846	- - -	
Barnham, St. Gregory	N.S.	3	- - -	- - -	1 12 8½	98 0 0
Barningham	Ch. of E.		120 13 4	1859	2 1 8½	
Barrow	N.S.		114 0 0	1848		
Bawdsey	N.S.		105 15 0	1853		
Baylham	N.S.	8	210 10 0	1860	1 7 2½	11 13 4
Beccles	B.S.	4	*150 0 0	1838	4 10 3½	109 6 0
"	"	"	39 0 0	1860		
Beccles	N.S.	10	*125 0 0	1839	2 2 5½	229 8 4
"	"	"	35 0 0	1856		
Belton	N.S.	11	282 3 0	1861	1 14 0½	115 14 0
Benhall	N.S.	8	- - -	- - -	2 3 4½	372 13 4
Bentley	N.S.	7	295 4 0	1854	- - -	193 2 4
Bildeston	Ch. of E.	7	200 0 0	1853	7 0 11½	289 11 0
"	"	"	44 6 11	1856		
Blundeston	N.S.	11	66 10 0	1851	3 18 1½	49 14 0
Boxford	N.S.	5	46 10 0	1849	- - -	205 7 10
"	"	"	64 16 0	1855		
Brandon	N.S.		53 0 0	1844		
Bramford	N.S.	8	353 16 0	1860	3 19 11½	78 15 0
Brantham	Par.	3	122 0 0	1855	- - -	4 5 0
Bredfield	N.S.		80 0 0	1854		
Brome and Oakley	N.S.	11	- - -	- - -	1 18 0½	41 1 0
Bromeswell	N.S.		50 0 0	1847		
Bucklesham	N.S.	7	25 0 0	1846	1 0 0	36 6 8
"	"	"	42 10 0	1858		
Bungay	B.S.		*150 0 0	1835		
Bungay	N.S.	10	*181 7 0	1835	13 17 0	640 18 6
Bures, St. Mary's	N.S.	5	*58 0 0	1839	7 0 8½	921 17 6
"	"	"	40 0 0	1843		
"	"	"	50 0 0	1845		
"	"	"	14 5 4	1852		
"	"	"	5 6 8	1853		
"	"	"	4 10 0	1853		
"	"	"	40 0 0	1855		
"	"	"	70 0 0	1857		
"	"	"	10 18 0	1857		
"	"	"	107 10 0	1858		
Burgh Castle	N.S.	11	24 0 0	1853	2 13 6½	46 1 4
Bury St. Edmund's, St. James'	N.S.	3	500 0 0	1855	10 19 9½	915 15 4
Bury St. Edmund's, St. John's Infant School	"	3	- - -	- - -	- - -	2 10 0
Bury St. Edmund's, St. Mary's Par.	"	3	- - -	- - -	- - -	39 16 8
Bury St. Edmund's, St. Mary's, Infants	"	3	- - -	- - -	- - -	63 1 0
Butley	N.S.	7	80 0 0	1843	1 12 7	4 0 0
Campsea Ash	Ch. of E.	7	- - -	- - -	- - -	54 10 0
Capel, St. Mary's	N.S.		225 0 0	1856		
Carlton Colville	N.S.	10	60 0 0	1844	4 10 0	55 2 0

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.		
		Amount.	Date of Payment.				
SUFFOLK—cont.							
Chelmondiston	-	N.S.	7	£ s. d. 280 0 0	1857	£ s. d. 4 14 11½	£ s. d. 57 6 0
Chevington	-	N.S.		144 0 0	1848		
Clare	-	Ch. of E.	3	422 0 0	1859		18 3 4
Cockfield, Parish	-	N.S.	3	229 4 0	1857	1 9 10	76 14 4
Coddenham Endowed School	-			111 0 0	1861		
Copdock and Washbrook	-	N.S.		50 0 0	1842		
Crausford	-	N.S.		97 4 0	1855		
Dallinghoe and Charsfield	-	N.S.	9	146 0 0	1849	1 3 5	52 11 0
Debach	-	N.S.		113 0 0	1859		
Debenham	-	N.S.		*70 0 0	1835		
Drinkstone	-	N.S.		220 0 0	1861		
Erwarton	-	N.S.		*27 0 0	1839	1 13 1½	
Eye	-	N.S.	7	250 0 0	1859	4 1 8½	126 19 8
Eyke	-	Par.	8	276 0 0	1858		28 13 4
Falkenham	-	Ch. of E.	8				94 7 6
Freckenham	-	N.S.	10	30 5 0	1856		40 3 0
Fressingfield	-	N.S.	10	113 0 0	1847	5 13 4½	418 17 0
"	-			10 0 0	1856		
Fritton	-	N.S.		45 0 0	1848		
Gazeley	-	N.S.		34 0 0	1844		
Gorleston and Southtown	-	N.S.	11	228 0 0	1841	6 13 7½	320 19 8
Hadleigh	"	B.S.	4	50 0 0	1854		
"	-			*200 0 0	1837	10 13 3	542 10 0
Hadleigh	-	N.S.	7	31 3 4	1855		
Halesworth	-	N.S.	10	174 0 0	1854	11 19 10½	529 15 4
"	-			9 0 0	1850	8 15 7½	1,811 9 6
Harkstead	-	N.S.		120 0 0	1855		
Haverhill	-	N.S.		60 0 0	1848	1 11 6½	
Hawkedon	-	B.S.	4			2 3 7	94 12 0
Helmingham	-	N.S.		80 0 0	1848		
Henley	-	Ch. of E.	8			8 4 0	545 3 8
Hepworth	-	N.S.		*42 0 0	1838		
Hessett	-	N.S.		36 6 8	1853		
"	-	N.S.		80 0 0	1848		
Heveningham	-	N.S.		19 0 0	1856	1 9 4	
Hintlesham	-	Ch. of E.	10	137 0 0	1860	2 1 8	47 8 4
Hitcham	-	N.S.		23 0 0	1841		
Holbrook	-	N.S.	7	80 0 0	1853	2 1 2	287 14 0
Holton	-	N.S.	7	581 8 0	1861		87 2 0
Hoo and Letheringham	-	N.S.	10	184 0 0	1859	1 12 8½	43 4 9
Hopton by East Harling	-	N.S.		40 0 0	1844	0 17 2½	
Hopton by Lowestoft	-	N.S.	3	258 18 0	1856	3 15 0	147 11 8
Horham	-	N.S.		63 15 0	1861		
Horningsheath	-	N.S.		121 0 0	1858		
Hoxne and Denham	-	N.S.	3				81 11 0
Ilketshall, St. Margaret's	-	N.S.	11			1 1 1½	41 5 0
Ipswich	-	N.S.		30 0 0	1848	7 17 4	
Ipswich	-	P.U.	8				70 8 4
Ipswich	-	Wes.	4			17 3 5½	1,068 13 0
"	-	B.S.	4	406 7 3	1855	18 9 11½	948 6 10
"	-	"		68 12 9	1857		
"	-	"		61 12 8	1858		
Ipswich, Holy Trinity	-	N.S.	8	46 17 4	1854	8 14 8½	1,055 2 4
"	-	"		2 0 0	1856		
Ipswich, Nottidge, Infants	-	N.S.	7				361 5 0
Ipswich, St. Clement's and St. Helen's	-	N.S.	8	145 0 0	1843	24 0 11	2,996 15 6
"	"	"		174 0 0	1848		
"	"	"		54 8 6	1852		
"	"	"		35 19 0	1852		
"	"	"		18 5 0	1857		
"	"	"		113 6 8	1857		
Ipswich, St. Margaret's	-	N.S.	8	172 0 0	1852	7 2 8	835 10 0
Ipswich, St. Matthew's (District)	-	N.S.	8	454 0 0	1848	9 14 1½	2,830 4 4
"	"	"		33 0 0	1852		
"	"	"		36 0 0	1853		
"	"	"		465 0 0	1857		
Ipswich, St. Peter's	-	N.S.	8	675 0 0	1859	35 7 9	2,958 4 10
Ixworth	-	N.S.		50 0 0	1841		



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SUFFOLK—cont.				
Kesgrave, District	N.S. 7	- - -	£ s. d. 11 4 6½	£ s. d. 1,339 1 4
Kettlebaston	N.S.	*37 0 0 1839	- - -	- - -
Lavenham	N.S. 3	*100 0 0 1839	- - -	99 9 0
		100 0 0 1855		
Laxfield	N.S.	80 0 0 1845		
Leiston	N.S. 8	202 0 0 1848	5 17 4½	375 4 8
"	"	12 3 6 1856		
"	"	24 0 0 1858		
Lowestoft (Annot's)	N.S. 10	6 13 4 1850	8 19 4½	693 9 10
Lowestoft, Girls	N.S. 10	4 10 0 1846	3 2 0	612 12 6
		250 0 0 1854		
Lowestoft, St. John's	N.S.	25 3 0 1858	10 2 2½	
Lowestoft, St. John's Infant	N.S. 10	115 0 0 1857	- - -	636 6 8
		14 4 6 1858		
Lowestoft (Wylde's)	N.S. 10	- - -	4 11 8½	272 5 10
Milford (Long)	N.S. 4	793 10 0 1861	6 5 0½	19 17 6
Melton	N.S. 8	75 0 0 1846	- - -	56 13 4
"	"	4 11 6 1847		
"	"	42 18 4 1860		
Mildenhall (Sir H. Bunbury's), Boys' School	- 3	- - -	- - -	508 4 8
Mildenhall (Sir H. Bunbury's), Girls	Ch. of E. 7	- - -	- - -	364 4 10
Mildenhall, West Row	N.S. 3	45 2 4 1856	- - -	127 1 0
Nayland	B.S. 4	- - -	5 12 3½	345 14 7
Newmarket, St. Mary's	N.S. 3	250 0 0 1858	- - -	80 14 0
Newton	N.S.	*50 0 0 1837		
Norton, St. Andrew's	N.S.	*50 0 0 1837		
Orford, Crown and Castle Lane School	- 7	- - -	- - -	40 11 8
Pakefield	N.S.	- - -	2 1 8	
Pakenham	Ch. of E. 3	- - -	- - -	325 15 8
Palgrave	N.S. 3	- - -	- - -	91 18 0
Parham	N.S.	37 0 0 1841		
Poslingford	N.S.	32 0 0 1844		
Preston, St. Mary's	N.S. 3	47 16 0 1844	1 1 11½	15 18 4
"	"	100 0 0 1857		
"	"	19 1 8 1860		
Rede	Par.	- - -	1 9 5½	
Redgrave and Botesdale	N.S. 11	120 0 0 1845	1 18 8½	21 7 0
Rendham	N.S.	67 0 0 1842		
Rendlesham	N.S. 9	- - -	4 15 7½	332 0 8
Rickinghall (Inferior)	N.S. 3	237 10 0 1854	1 14 6	37 7 0
Rumburgh and St. Michael's	N.S. 10	120 0 0 1858	- - -	82 5 0
Rushmere	N.S. 7	80 0 0 1846	- - -	53 5 0
Saxmundham	N.S. 8	- - -	2 10 7½	380 4 4
Shotley	N.S. 7	75 0 0 1850	2 4 11½	108 10 0
Snape	N.S. 8	- - -	2 1 8	40 1 8
Southwold	N.S. 10	66 0 0 1841	17 18 3½	709 8 4
"	"	35 13 0 1843		
"	"	65 0 0 1855		
"	"	172 8 0 1856		
"	"	400 0 0 1858		
Stoke by Clare	N.S. 5	141 4 0 1856	3 17 7½	203 18 4
"	"	70 12 0 1858		
Stoke by Nayland (a)	N.S. 8	- - -	3 13 2½	75 0 0
Stoneham Aspal	N.S. 9	71 0 0 1846	- - -	56 17 6
Stowmarket with Stow-Upland	N.S. 3	*75 0 0 1836	4 5 8	44 5 11
Stratford, St. Mary's	N.S. 7	75 0 0 1843	1 0 0½	91 16 0
"	"	16 10 0 1860		
Sudbury, All Saints'	N.S. 5	333 0 0 1848	6 13 11½	1,079 10 10
"	"	24 0 0 1851		
"	"	40 0 0 1853		
Sudbury	B.S. 4	437 0 0 1847	25 5 9½	2,138 9 10
"	"	40 0 0 1851		
Sutton	N.S. 2	240 0 0 1857	- - -	4 18 0
Tattingstone	N.S.	54 0 0 1841		
Theberton	N.S.	*33 0 0 1839		
Thorndon Reformatory	- 7	- - -	- - -	160 17 11
Thrandeston	N.S. 12	65 5 0 1851	1 11 4½	55 11 8

a Inspection withdrawn.



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SURREY—cont.				
Blackfriars Road, Ch. Ch. (Green Walk) - - - - - N.S.	*228 0 0	1837		
Blindley Heath - - - - - N.S.	82 10 0	1851	1 13 4 $\frac{3}{4}$	113 18 4
Bookham, Great - - - - - N.S. 12	- - - - -	- - - - -	3 2 6 $\frac{1}{2}$	134 9 2
Borough Road, Model - - - B.S. 1	500 0 0	1852	- - - - -	6,176 4 8
Bramley - - - - - N.S. 5	- - - - -	- - - - -	3 3 10 $\frac{3}{4}$	520 6 9
Brixton Hill - - - - - B.S. 3	*90 0 0	1839	- - - - -	- - - - -
Brixton Hill - - - - - Wes. 3	- - - - -	- - - - -	4 3 4	- - - - -
Brixton Hill, Grove House Reformatory School - - - -	- - - - -	- - - - -	2 1 8 $\frac{1}{2}$	962 11 0
Brixton, North, Ch. Ch. - - - N.S. 4	581 0 0	1861	4 8 11 $\frac{1}{2}$	- - - - -
Brixton, North, St. John's (Angel Town) - - - - - N.S. 7	741 15 0	1852	6 13 8 $\frac{3}{4}$	197 17 4
Broadwall - - - - - N.S.	50 0 0	1848	- - - - -	- - - - -
Brockham, Home and Industrial School - - - - - 2	- - - - -	- - - - -	- - - - -	78 18 7
Brockham - - - - - N.S.	- - - - -	- - - - -	1 0 0	- - - - -
Burstow, District - - - - - Ch. of E.	277 0 0	1861	- - - - -	- - - - -
Byfleet - - - - - N.S.	382 0 0	1857	- - - - -	- - - - -
- - - - -	36 15 6	1859	- - - - -	- - - - -
Camberwell, Camden District - N.S. 12	571 0 0	1847	23 19 0	2,043 14 2
" " " " - - - - -	78 0 0	1851	a6 13 4	- - - - -
" " " " - - - - -	87 0 0	1852	- - - - -	- - - - -
Camberwell, Ch. Ch. - - - - - N.S. 5	200 0 0	1842	23 6 9 $\frac{1}{2}$	2,391 15 6
" " " " - - - - -	11 10 0	1847	a6 13 4	- - - - -
" " " " - - - - -	60 0 0	1852	- - - - -	- - - - -
Camberwell, Ch. Ch., Ragged and Industrial - - - - -	361 0 0	1856	- - - - -	- - - - -
Camberwell (Crawford Street, Cold Harbour Lane) - - - B.S. 1	200 0 0	1841	26 0 10 $\frac{1}{2}$	2,393 11 2
" " " " - - - - -	60 0 0	1845	- - - - -	- - - - -
" " " " - - - - -	159 0 0	1849	- - - - -	- - - - -
" " " " - - - - -	85 0 0	1854	- - - - -	- - - - -
" " " " - - - - -	43 2 6	1861	- - - - -	- - - - -
Camberwell, (Denmark Street,) St. Matthew's - - - - - N.S. 7	- - - - -	- - - - -	2 13 4 $\frac{3}{4}$	155 10 10
Camberwell, St. George's - - - N.S. 12	- - - - -	- - - - -	6 4 4	39 15 4
Camberwell, Green Coat - - - N.S. 12	- - - - -	- - - - -	18 7 2 $\frac{1}{2}$	1,445 18 6
Camberwell (Leipsic Road) - - B.S. 2	*100 0 0	1837	4 9 3 $\frac{1}{2}$	1,002 3 4
Carshalton - - - - - N.S. 12	- - - - -	- - - - -	- - - - -	23 10 0
Carshalton - - - - - B.S. 2	- - - - -	- - - - -	- - - - -	132 4 8
Cheam and Cuddington - - - N.S. 12	172 0 0	1859	6 13 7	497 9 4
Chertsey - - - - - N.S.	140 0 0	1846	- - - - -	- - - - -
Chertsey - - - - - P.U. 7	- - - - -	- - - - -	- - - - -	75 0 0
Chessington and Hook - - - N.S.	21 0 0	1849	- - - - -	- - - - -
Chiddingfold - - - - - N.S.	*30 0 0	1837	- - - - -	- - - - -
Chobham, St. Laurence - - - Ch. of E. 5	- - - - -	- - - - -	2 5 7 $\frac{3}{4}$	43 19 0
Chobham, Valley End - - - Ch. of E. 5	271 0 0	1859	1 13 4	11 3 4
Clandon, West - - - - - N.S.	- - - - -	- - - - -	1 0 11	- - - - -
Clapham, All Saints' - - - - - N.S. 3	- - - - -	- - - - -	- - - - -	41 18 4
Clapham (Bowyer's) - - - - - N.S. 6	224 0 0	1847	13 9 8 $\frac{1}{2}$	1,155 14 8
Clapham, Boys - - - - - Par. 6	*180 0 0	1839	12 3 9 $\frac{1}{2}$	1,070 18 8
Clapham, Acre Square - - - Free S. 3	- - - - -	- - - - -	- - - - -	2 8 4
Clapham, St. James' - - - - - N.S. 5	60 0 0	1845	8 10 5 $\frac{1}{2}$	308 16 0
- - - - -	1,014 0 0	1859	- - - - -	- - - - -
Clapham, St. Mary's - - - - - R.C. 5	- - - - -	- - - - -	5 18 5 $\frac{1}{2}$	316 10 6
Clapham (Wandsworth Road), Commercial - - - - - Ch. of E. 12	- - - - -	- - - - -	3 2 3 $\frac{3}{4}$	308 15 0
Clapham (Wirttemberg Place) - B.S. 2	*300 0 0	1840	17 1 9 $\frac{1}{2}$	1,169 3 8
" " " " - - - - -	24 0 0	1856	- - - - -	- - - - -
" " " " - - - - -	28 5 0	1859	- - - - -	- - - - -
Claygate - - - - - N.S.	*30 0 0	1839	- - - - -	- - - - -
Cobham - - - - - N.S. 5	- - - - -	- - - - -	- - - - -	79 0 0
Coldharbour - - - - - N.S. 7	- - - - -	- - - - -	- - - - -	24 0 0
Coldharbour, Infant - - - - - N.S. 5	- - - - -	- - - - -	- - - - -	33 0 0
Compton - - - - - N.S.	32 0 0	1841	- - - - -	- - - - -
Cranley - - - - - N.S. 5	112 0 0	1849	5 8 7 $\frac{1}{2}$	851 14 6
" " " " - - - - -	5 0 0	1858	- - - - -	- - - - -
Croydon (Archbishop Tenison's) - - - - -	- - - - -	- - - - -	5 16 2 $\frac{1}{2}$	538 15 0
Ch. of E. 12	- - - - -	- - - - -	- - - - -	- - - - -

a Scientific apparatus.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
SURREY—cont.				
Croydon - - - - - B.S. 1	£ 340 0 0	1848	£ 23 4 0½	£ 1,552 9 8
" - - - - - " - - -	27 14 0	1853		
" - - - - - " - - -	24 0 0	1854		
" - - - - - " - - -	54 0 0	1859		
" - - - - - " - - -	15 0 0	1860		
Croydon, Ch. Ch. - - - N.S. 3	671 0 0	1857	5 12 0	178 18 8
Croydon St. George's (Whit- gift's) Boys and Girls - - - N.S. 12	- - -	- - -	12 18 3½	1,641 4 0
" - - - - - " - - -	- - -	- - -	10 0 0	
Croydon, St. James' - - - N.S. 3	477 0 0	1853	3 3 10½	327 3 0
" - - - - - " - - -	119 5 0	1854		
Croydon, St. Peter's - - - Ch. of E. 3	444 0 0	1858	2 1 8½	71 8 4
Ditton, Thames, Infants - - - N.S. 4	86 0 0	1847	3 6 8½	86 0 0
Ditton, Thames, Boys and Girls N.S. 3	313 10 0	1861		
Dorking - - - - - B.S. 5	130 0 0	1843	4 15 11	295 19 0
Dorking and South-east Stoke Schoolmasters' Association - - -	- - -	- - -	2 10 0½	
Dorking, St. Paul's District - - - N.S. 8	550 0 0	1860	5 0 0	55 8 0
Dulwich (East) and Peckham Rye - N.S. 11	- - -	- - -	3 14 2½	248 12 0
Eltham - - - - - N.S. 12	285 0 0	1857	5 15 2½	653 18 8
Elstead - - - - - N.S. -	92 0 0	1850	3 3 7	47 12 0
" - - - - - " - - -	10 5 0	1859		
Elstead - - - - - B.S. -	- - -	- - -	- - -	5 0 0
Englefield Green - - - - - N.S. 7	- - -	- - -	4 1 7	154 6 8
Epsom - - - - - N.S. 12	10 13 4	1849	9 14 1½	896 10 4
" - - - - - " - - -	18 6 8	1853		
Epsom - - - - - Infst. Sch. 12	- - -	- - -	- - -	73 18 4
Esher - - - - - N.S. -	996 0 0	1859	- - -	10 0 0
Ewell - - - - - N.S. 12	849 8 0	1861	11 0 3½	653 11 5
Ewhurst - - - - - N.S. -	125 0 0	1847	4 8 3½	55 9 10
Farncombe - - - - - N.S. 5	652 0 0	1858	6 5 0½	78 4 0
Farnham - - - - - B.S. -	*100 0 0	1835		
Farnham - - - - - N.S. 5	1,059 0 0	1860	15 5 1	1,204 11 8
Fetcham - - - - - Ch. of E. 12	- - -	- - -	- - -	93 11 8
Frencham - - - - - Ch. of E. 5	- - -	- - -	- - -	88 16 8
Godalming - - - - - B.S. 6	117 0 0	1858	13 0 1½	399 1 4
" - - - - - " - - -	18 0 0	1858		
Godalming - - - - - N.S. 5	265 0 0	1843	2 13 4	1,590 15 10
" - - - - - " - - -	31 0 0	1856		
" - - - - - " - - -	12 9 6	1859		
Godstone - - - - - N.S. 9	558 0 0	1855	8 7 6½	775 3 11
" - - - - - " - - -	50 0 0	1859		
Guildford - - - - - B.S. 5	*100 0 0	1837	4 10 10½	289 9 0
" - - - - - " - - -	223 0 0	1858		
Guildford, Church School- masters' Association - - -	- - -	- - -	1 13 6½	
Guildford, St. Mary's and Trinity - - - - - N.S. 5	47 0 0	1852	6 9 3½	460 17 10
" - - - - - " - - -	117 0 0	1858		
Guildford, St. Nicholas' - - - N.S. 5	13 15 0	1855	13 16 1	702 19 2
" - - - - - " - - -	16 16 8	1859		
" - - - - - " - - -	247 0 0	1860		
Hale District - - - - - Ch. of E. 5	- - -	- - -	- - -	11 5 0
Ham - - - - - N.S. 7	*90 0 0	1839	3 12 10	112 12 0
" - - - - - " - - -	100 0 0	1846		
Hatcham, St. James' - - - N.S. 12	500 0 0	1852	3 2 10	430 15 4
" - - - - - " - - -	33 0 0	1859		
Herne Hill, St. Paul's (Camber- well) - - - - - Ch. of E. 3	- - -	- - -	- - -	2 10 0
Hersham - - - - - N.S. 5	45 0 0	1842	3 11 8½	198 1 0
" - - - - - " - - -	100 0 0	1859		
Holmwood - - - - - N.S. -	90 0 0	1845		
" - - - - - " - - -	95 0 0	1854		
Hook, St. Paul's - - - - - N.S. -	137 14 0	1860	1 9 2	
Horley Row - - - - - N.S. -	*115 0 0	1835		
Horsell - - - - - N.S. 5	134 0 0	1852	1 0 0	276 8 4
John Street (Old Kent Road) - - - Wes. 2	- - -	- - -	5 5 0	211 6 8
Kennington, East (Bolton Street) - - - - - N.S. 6	303 0 0	1848	11 1 9	624 13 0
" - - - - - " - - -	307 0 0	1858		

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.	
	Amount.	Date of Payment.			
SURREY—cont.					
Kennington (Regency Place) - N.S.	3	£ 143 s. 3 d. 4	1852	£ 10 s. 19 d. 3	£ 148 s. 6 d. 4
Kennington, The Oval - - -	N.S. 12	- - - -	- - - -	21 0 5½	2,024 12 4
Kent Road - - -	B.S. 3	- - - -	- - - -	11 6 6½	381 3 8
Kent Road, Ragged and Industrial - - -	- 3	- - - -	- - - -	- - - -	19 14 8
Kent Town (East Molesy) - -	N.S. 9	166 0 0	1860	2 2 5½	46 14 0
Kew, The Queen's School - -	- 7	- - - -	- - - -	- - - -	175 3 8
Kingston-on-Thames, Public Free School - - -	12	- - - -	- - - -	7 8 0½	1,103 9 6
Kingston Vale, Robin Hood School - - -	7	- - - -	- - - -	- - - -	52 0 0
Kingswood - - -	Ch. of E. 12	- - - -	- - - -	- - - -	185 6 6
Lambeth, All Saints' - -	Ch. of E. 7	200 0 0	1855	3 14 10½	95 15 4
Lambeth, "Archbishop Tenison's," Girls (High Street) -	N.S. 12	29 0 0	1857	3 6 7	312 5 0
Lambeth, Belvidere Crescent Reformatory - - -	-	- - - -	- - - -	- - - -	739 19 1
Lambeth Chapel (China Terrace) Wes.	2	- - - -	- - - -	29 9 0½	2,451 15 0
Lambeth, Free Evening School (65, High Street) - - -	-	42 14 0	1850	- - - -	- - - -
Lambeth, George Street - -	B.S. 2	- - - -	- - - -	6 11 9	402 12 8
Lambeth, Holy Trinity - -	N.S. 4	450 0 0	1852	2 13 9½	186 3 4
Lambeth (Norwood) - - -	P.U. 4	- - - -	- - - -	- - - -	226 10 0
Lambeth (South), Spring Grove	N.S. 12	130 0 0	1844	6 4 5½	553 11 8
Lambeth, St. Barnabas' - -	N.S. 3	300 0 0	1850	13 16 1	1,079 2 4
Lambeth, St. John's (Waterloo Road) - - -	N.S. 9	- - - -	- - - -	a10 0 0	- - - -
Lambeth, St. Mary's - - -	Par. 12	*200 0 0	1837	6 6 10	389 5 4
" " - - -	-	43 0 0	1856	6 13 2½	942 4 10
" " - - -	-	17 4 0	1857	- - - -	- - - -
" " - - -	-	50 0 0	1858	- - - -	- - - -
Lambeth, St. Mary's Infant School - - -	12	- - - -	- - - -	- - - -	111 13 4
Lambeth, St. Mary-the-Less -	N.S.	1,930 0 0	1861	16 14 2½	- - - -
Lambeth, St. Mary's District Chapel - - -	N.S. 12	- - - -	- - - -	13 11 0	791 15 4
Lambeth, St. Thomas' - -	N.S. 12	- - - -	- - - -	6 4 0½	511 14 8
Lambeth, South, St. Stephens, Dorset Street (b) - - -	N.S. 7	400 0 0	1848	22 18 3½	2,287 3 0
" " " " - - -	-	50 0 0	1854	a10 11 10	- - - -
" " " " - - -	-	85 0 0	1857	- - - -	- - - -
Leatherhead " " - - -	N.S. 12	*80 0 0	1839	7 18 3½	626 15 0
" " " " - - -	-	60 0 0	1847	- - - -	- - - -
" " " " - - -	-	20 0 0	1848	- - - -	- - - -
Leigh " " - - -	N.S. 8	82 0 0	1850	- - - -	35 7 0
Lingfield " " - - -	N.S.	353 0 0	1858	2 18 3½	51 17 2
Losley School - - -	5	- - - -	- - - -	1 3 11	37 10 0
Merstham - - -	Ch. of E. 9	- - - -	- - - -	2 3 4½	50 13 6
Merton Road - - -	N.S.	*53 0 0	1839	- - - -	- - - -
Mickleham - - -	N.S. 6	90 0 0	1844	3 13 5½	75 18 0
Mitcham - - -	N.S. 9	*120 0 0	1838	10 11 6½	1,748 0 10
Morden - - -	N.S.	- - - -	- - - -	- - - -	146 5 0
Mortlake - - -	N.S. 3	24 0 0	1857	9 16 9½	1,034 6 8
Mortlake - - -	B.S.	60 0 0	1843	- - - -	5 0 0
" " " " - - -	-	56 0 0	1844	- - - -	- - - -
" " " " - - -	-	75 0 0	1844	- - - -	- - - -
" " " " - - -	-	50 0 0	1846	- - - -	- - - -
Mortlake, St. Mary's - -	R.C. 8	100 0 0	1861	2 4 2	296 10 0
Moulsey, East - - -	N.S. 7	211 0 0	1860	- - - -	53 15 0
Moulsey, West - - -	N.S. 5	*25 0 0	1839	1 6 8	195 2 8
Newington, St. Mary's - -	N.S. 7	200 0 0	1853	24 8 5½	2,028 18 4
Newington, Trinity - -	N.S. 9	300 0 0	1843	19 6 9½	1,605 11 8
" " " " - - -	-	75 0 0	1846	- - - -	- - - -
" " " " - - -	-	91 10 0	1849	- - - -	- - - -
Norbiton " " - - -	N.S. 12	178 6 8	1853	6 8 6	335 7 0
" " " " - - -	-	62 0 0	1858	- - - -	- - - -
" " " " - - -	-	27 0 0	1859	- - - -	- - - -
Norwood, Lower - - -	Wes. 2	- - - -	- - - -	2 18 4½	1 5 0

a Scientific apparatus.

b Formerly called Stockwell, St. Michael's.

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	Amount.	Date of Payment.		
SURREY—cont.				
Norwood, St. Luke's - N.S.	12	£ s. d.	£ s. d.	£ s. d.
Norwood, South, St. Mark's Ch. of E.		148 4 0	1861	425 12 6
Nutfield - N.S.		75 0 0	1849	
Ockham, Industrial - B.S.	5			
Ockley - Par.	8			978 17 2
Peckham - N.S.	3			21 16 0
Peckham, Boys - B.S.	2			818 0 0
Peckham, Girls - B.S.	2			17 18 4
Peckham, Lancasterian School -				112 5 0
Peckham New Town, St. Francis' R.C.	4			
Peckham, St. Mary Magdalen's - N.S.	9	674 0 0		168 16 0
Penge, Infants - Ch. of E.	5	276 0 0	1857	264 19 0
Petersham - B.S.	2		1860	12 10 0
Putney - N.S.	12			225 19 2
Putney, Infants - N.S.		222 10 0		1,023 9 10
" " " - N.S.		120 0 0	1854	
Ranmore, St. Barnabas - Ch. of E.	5		1855	
Redhill Reformatory -				36 0 0
Redhill, St. John's - N.S.	9	200 0 0		2,551 13 5
" " " - "		23 0 0	1846	926 15 0
" " " - "		12 3 0	1856	
" " " - "		58 10 0	1857	
Reigate - N.S.	9	1,176 0 0	1860	
Richmond - Par.	12		1855	5 11 0½
Richmond, New, Sheen Vale, Infants - Par.	12			973 19 4
Richmond, St. Elizabeth's - R.C.	8			101 12 0
Richmond, St. John's, Girls and Infants - N.S.	12	107 0 0		189 16 8
Ripley - " " - N.S.	5	40 0 0	1844	310 3 4
" " " - N.S.		120 0 0	1852	
" " " - N.S.		35 0 0	1847	412 15 0
Rotherhithe, Amicable Society's S. -	6		1858	
Rotherhithe, Ch. Ch. - N.S.	3	324 0 0	1842	10 10 0
Rotherhithe (Clarence Street), Green Coat School -	3			1 10 0
Rotherhithe (Clarence Street), Ragged School -	9	246 0 0	1846	13 16 4
Rotherhithe, Holy Trinity - N.S.	12	650 0 0		789 18 0
" " " - "		12 0 0	1858	2 9 5½
" " " - "		28 0 0	1846	18 16 8½
" " " - "		39 4 4	1847	119 13 4
" " " - "		7 11 6	1857	1,044 9 0
Rotherhithe, Medway Place - B.S.	2		1860	
Rotherhithe, St. Mary's (Deptford Road) - N.S.	7	*600 0 0		4 15 5½
" " " - "		*88 0 0	1837	146 13 4
" " " - "		24 0 0	1837	25 6 4
Rotherhithe, St. Paul's (Surrey Canal) - N.S.	12	132 0 0	1848	2,780 3 0
Rotherhithe (Silver Street) - B.S.		*160 0 0		
Seal and Tongham - N.S.		105 0 0	1847	3 6 8
Send - N.S.		225 10 6	1837	543 14 0
Shalford - N.S.	5	481 4 0	1850	
Shere - N.S.		100 0 0	1855	
South Metropolitan District - P.U.	7		1843	2 6 2½
Southwark, Bridewell, House of Occupation School -	11			181 16 8
Southwark Chapel - Wes.	2			402 5 0
Southwark, Dean Street South, Protestant Dissenters School -	3			2,340 5 0
Southwark, St. George the Martyr - N.S.	3	*225 0 0		1,192 8 2
" " " - "		86 0 0	1839	13 0 0
" " " - "		26 13 4	1848	
Southwark, St. George the Martyr - P.U.	3		1850	38 2 9½
Southwark, St. George's - R.C.	1			219 12 8
Southwark, St. Joseph's - R.C.	3			
Southwark, St. Jude's - N.S.	5			7 8 1½
Southwark, St. Jude's Infants - N.S.	7			367 5 0
				102 8 4
				1,407 3 0
				321 18 0

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SURREY—cont.				
Southwark, St. Mary's - N.S. 12	£ 405 0 0	s. 1846	£ 35 19 0	£ 3,046 1 0
Southwark, St. Michael's, - N.S. 3	182 0 0	1846	26 13 4	
Southwark, St. Paul's - Ch. of E. 12	400 0 0	1855	3 3 4½	82 1 8
Southwark, St. Peter's - N.S. 3	312 0 0	1848	8 0 0	273 0 2
Southwark, St. Stephen's - N.S. -	306 0 0	1850	a16 6 0	12 0 0
Stockwell, British and Foreign Society's Practising School - 2	18 7 5	1857	-	
Stockwell (Chapel Street) - N.S. 3	642 12 0	1861	-	
Stockwell, St. Michael's (Ingleton Street) - N.S. 7	-	-	10 0 10½	1,080 17 6
Stockwell, South Street, Infants Ch. of E. 3	-	-	a10 10 0	386 15 0
Stoke-next-Guildford - Ch. of E. 5	819 0 0	1857	-	14 18 4
Streatham - N.S. 7	-	-	3 9 8½	322 0 4
Streatham, Ch. Ch. - N.S. 5	-	-	5 13 10½	952 6 7
Surbiton - N.S. 12	271 0 0	1849	15 0 7½	633 2 10
" - " - " -	320 0 0	1857	4 0 0	458 15 6
Surrey Church Schoolmasters' Association -	-	-	-	-
Surrey (North), District School P.U. 5	-	-	3 19 10	-
Sutton - N.S. 12	400 0 0	1855	-	478 11 8
Tandridge - Ch. of E. 9	-	-	3 4 9½	26 19 4
Tandridge, Oxted, and Godstone N.S. 9	-	-	-	4 10 0
Thorpe - N.S. 12	84 0 0	1847	2 11 8	387 2 10
Thursley - N.S. -	16 2 0	1857	1 13 4½	158 2 0
Tooting (Drouett's Pauper School) -	-	-	2 16 11	3 2 0
Tooting, Lower, Boys and Girls Par. 5	-	-	-	3 2 6
Tooting, Parochial, Infants Ch. of E. 6	492 0 0	1855	10 9 8	1,020 17 0
Vauxhall Walk - Wes. 2	-	-	2 10 1	226 6 0
Virginia Water - N.S. 11	108 0 0	1844	9 11 6	1,140 9 8
Walton-on-Thames - Ch. of E. 12	526 0 0	1858	-	147 14 0
Walworth, Baresford Episcopal Chapel School - 4	-	-	7 18 10½	94 0 0
Walworth (Mount Street) - B.S. -	*30 0 0	1839	7 14 10½	419 19 4
Walworth, St. Peter's - N.S. 9	403 10 0	1852	7 14 11	1,894 17 6
Wandsworth - N.S. 12	*50 0 0	1836	-	84 0 4
Wandsworth, Bridge House Re- formatory -	-	-	-	1,923 4 3
Wandsworth, Family Home -	-	-	0 13 4	325 9 3
Wandsworth, Point Pleasant - B.S. 2	75 0 0	1857	9 12 10	433 11 8
Wandsworth, St. Anne's - Ch. of E. 3	740 0 0	1859	8 6 8	224 2 6
Wandsworth, St. Mary's (Sum- mer's Town), Boys' & Girls' Ch. of E. 5	-	-	a10 0 0	-
Wandsworth (Summer's Town), Infants - N.S. -	-	-	-	145 17 8
Waverley Compton - N.S. 5	43 10 0	1852	-	-
Westcott - N.S. 5	500 0 0	1854	1 19 6½	152 3 4
Westow Hill - B.S. 2	-	-	10 13 5	445 3 1
Weybridge - N.S. 12	-	-	3 19 2	139 8 4
Wimbledon - N.S. 12	*50 0 0	1836	8 14 10	399 0 0
Witley - N.S. -	-	-	17 1 6½	972 4 10
Woking - N.S. -	200 0 0	1849	-	15 0 0
Woking, Infants' - N.S. 5	-	-	2 7 8	23 7 0
Woking, St. John's - Ch. of E. 4	189 0 0	1856	-	29 11 8
Womersley - N.S. 5	80 0 0	1842	2 14 3	140 18 0
Wotton - Par. 8	25 0 0	1844	-	208 13 0
Wrecclesham - N.S. 5	45 0 0	1841	1 14 3½	57 5 0
" - " - " -	30 0 0	1849	2 14 6½	218 5 0
" - " - " -	189 0 0	1856	-	-
York Town - N.S. -	447 8 0	1860	-	-
" - " - " -	-	-	1 10 8½	-

*a* Scientific apparatus.

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	Amount.	Date of Payment.		
SUSSEX.				
Albурне - - - - N.S.	£ 52 0 0	1844	£ s d.	£ s d.
Alfriston - - - - N.S.	58 0 0	1845		
Arundel - - - - Ch. of E. 9	- - - -	- - - -	14 12 11½	1,233 3 9
" - - - - " N.S.	- - - -	- - - -	26 11 6	
Barcombe (Church Meadow) - - N.S.	*48 0 0	1842		
Battle and Langdon - - - - N.S. 9	204 0 0	1847	10 17 3½	427 18 8
Beddingham - - - - N.S.	53 0 0	1846	1 3 11	
" - - - - " N.S.	29 10 0	1859		
Berwick - - - - N.S. 9	108 0 0	1854	- - - -	14 3 4
Bexhill - - - - N.S. 9	- - - -	- - - -	- - - -	109 5 0
Bexhill, St. Mark's - - - - N.S. 9	- - - -	- - - -	- - - -	6 1 0
Billinghurst - - - - Ch. of E. 5	- - - -	- - - -	- - - -	79 6 8
Bishopstone - - - - N.S.	127 0 0	1850	- - - -	
Bodle Street Green, St. John's - - Ch. of E. 5	- - - -	- - - -	- - - -	77 12 4
Bolney - - - - N.S.	*35 0 0	1839	- - - -	
Bosham - - - - N.S.	*90 0 0	1835	- - - -	
Boxgrove - - - - Ch. of E. 9	- - - -	- - - -	- - - -	10 10 0
Brede - - - - N.S. 9	85 0 0	1843	- - - -	88 8 0
" - - - - " - - - -	46 0 0	1845	- - - -	
Brighton and Sussex Church Schoolmasters' Association - - - -	- - - -	- - - -	10 0 0	
Brighton (Central) - - - - N.S. 12	110 0 0	1849	41 16 4½	2,950 13 4
Brighton, Ch. Ch. - - - - N.S. 12	- - - -	- - - -	7 17 1½	558 9 2
Brighton (Chichester Diocesan), Female Practising School - - - - 12	300 0 0	1855	5 0 0	773 12 8
Brighton (Eastern Rd.), Royal B.S. 8	118 0 0	1859	5 12 8½	390 2 6
Brighton (Kemp Town), St. Mark's - - - - N.S. 12	- - - -	- - - -	10 5 0	324 9 3
Brighton (Kent's Court) - - - - N.S.	*75 0 0	1837	- - - -	
Brighton (North Lane) - - - - B.S.	*300 0 0	1837	- - - -	
Brighton (North Lane) - - - - N.S. 7	- - - -	- - - -	- - - -	14 3 4
Brighton (Middle Street), Union Charity - - - - B.S.	*250 0 0	1838	- - - -	
Brighton (Spa and Essex St.) - - N.S. 12	100 0 0	1857	21 11 10½	1,068 16 6
Brighton, St. John's - - - - N.S. 12	560 0 0	1847	35 16 1½	2,454 9 4
" - - - - " - - - -	51 10 0	1854	- - - -	
" - - - - " - - - -	110 6 8	1854	- - - -	
Brighton, St. John's - - - - R.C.	- - - -	- - - -	4 0 7½	
Brighton, St. Margaret's Industrial - 12	- - - -	- - - -	- - - -	86 11 8
Brighton, St. Mary's - - - - R.C. 5	- - - -	- - - -	4 16 2½	776 8 4
Brighton, St. Nicholas' - - - - Ch. of E. 12	- - - -	- - - -	4 17 9½	421 18 4
Brighton, St. Paul's - - - - N.S. 12	- - - -	- - - -	- - - -	320 13 4
Brighton, St. Stephen's - - - - N.S. 12	151 0 0	1856	8 15 0½	269 17 0
Brighton (Warwick Street) - - - N.S. 12	50 0 0	1842	20 16 9	1,397 0 1
Brightling - - - - N.S. 5	158 0 0	1857	- - - -	108 18 4
Broadwater - - - - N.S.	80 0 0	1840	- - - -	
Burpham - - - - N.S.	25 0 0	1840	- - - -	
Burwash - - - - N.S. 5	219 0 0	1847	19 10 1½	1,315 13 0
" - - - - " - - - -	7 1 8	1850	- - - -	
" - - - - " - - - -	155 0 0	1860	- - - -	
Bury - - - - N.S.	90 0 0	1848	- - - -	
Buxted - - - - N.S. 5	222 0 0	1858	1 15 2½	23 15 0
" - - - - " - - - -	101 0 0	1859	- - - -	
Catsfield - - - - N.S. 9	110 0 0	1845	2 9 10½	278 10 4
" - - - - " - - - -	15 0 0	1846	- - - -	
" - - - - " - - - -	12 15 4	1857	- - - -	
Chailey - - - - N.S. 11	350 0 0	1855	- - - -	48 6 0
Chichester (Central) - - - - N.S. 9	- - - -	- - - -	25 5 8½	2,486 14 10
" - - - - " - - - -	- - - -	- - - -	210 0 0	
Chichester (Little London) - - - B.S.	198 0 0	1848	- - - -	
Chichester, St. Pancras', Infnts. N.S. 9	100 0 0	1843	- - - -	60 3 4
Chichester (Tower Street) - - - B.S. 8	84 3 4	1853	12 8 7½	2,278 11 8
Chiddingley - - - - N.S.	80 0 0	1850	0 13 11	
Clayton and Keymer - - - - N.S.	*50 0 0	1839	- - - -	
Compton and Upmarden - - - - N.S.	90 0 0	1848	2 5 8½	
Crawley Down - - - - N.S. 5	- - - -	- - - -	- - - -	5 6 0
Cuckfield and Balcombe - - - - N.S. 5	160 0 0	1846	- - - -	120 4 7
Dallington - - - - N.S. 9	35 0 0	1854	1 15 0½	214 16 2

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
SUSSEX—cont.				
Ditchling - - - - - N.S. 12	£ 75 0 0	1838	£ - - -	£ 88 10 0
Eastbourne - - - - - N.S. 9	64 0 0	1855	15 5 5½	1,033 15 10
Eastergate - - - - - N.S. -	*50 0 0	1838	- - -	- - -
Elsted - - - - - N.S. -	*34 0 0	1838	- - -	- - -
Falmer - - - - - N.S. 12	- - -	- - -	- - -	236 13 8
Farle, West - - - - - N.S. -	140 0 0	1846	4 11 0½	134 15 0
Fletching - - - - - N.S. 4	- - -	- - -	1 8 1½	245 7 4
Flimwell - - - - - N.S. 5	84 0 0	1848	1 2 7	14 10 0
Forest Row - - - - - N.S. 3	160 10 0	1852	5 6 11	1,094 8 4
" - - - - - N.S. -	67 0 0	1854	- - -	- - -
Framfield - - - - - N.S. -	*65 0 0	1837	- - -	- - -
Frankham - - - - - Ch. of E. 5	- - -	- - -	- - -	98 10 0
Frant (Free) - - - - - N.S. 5	- - -	- - -	10 4 5½	736 0 0
Funtington - - - - - N.S. 9	- - -	- - -	- - -	119 16 0
Glynde - - - - - N.S. 12	- - -	- - -	1 6 6½	145 11 0
Grinstead, East - - - - - N.S. 5	672 0 0	1861	- - -	29 10 8
Grinstead, West - - - - - Ch. of E. 5	- - -	- - -	- - -	30 4 8
Hadlow Down - - - - - N.S. 5	*75 0 0	1838	4 5 11½	619 9 4
" - - - - - N.S. -	60 0 0	1850	- - -	- - -
Hailsham " - - - - - N.S. 9	44 0 0	1859	6 7 7½	403 3 7
Halton, St. Clement's - - - - - N.S. 9	- - -	- - -	8 5 8	184 4 2
Hampnett, West - - - - - P.U. -	- - -	- - -	- - -	10 0 0
Hartfield - - - - - N.S. 5	100 0 0	1842	5 18 6½	492 19 1
" - - - - - " -	8 10 0	1854	- - -	- - -
" - - - - - " -	90 0 0	1859	- - -	- - -
Hastings - - - - - E.S. 7	*250 0 0	1836	1 19 5	95 15 0
Hastings, All Saints' and St. Clement's - - - - - N.S. 9	*220 0 0	1836	31 15 3½	2,160 5 0
" " " - - - - - " -	213 3 4	1853	- - -	- - -
" " " - - - - - " -	200 0 0	1855	- - -	- - -
" " " - - - - - " -	185 0 0	1856	- - -	- - -
Hastings, St. Mary's - - - - - N.S. 9	166 0 0	1841	12 6 11½	1,415 1 0
Hawkenbury - - - - - Ch. of E. 4	- - -	- - -	- - -	2 10 0
Hayward's Heath - - - - - N.S. 5	- - -	- - -	- - -	51 0 0
Heathfield - - - - - N.S. 5	- - -	- - -	- - -	53 15 4
Heighton, South - - - - - Ch. of E. -	203 12 0	1861	1 9 2½	- - -
Hellingley - - - - - N.S. 9	170 0 0	1845	8 7 10	428 12 4
Henfield - - - - - N.S. 12	53 0 0	1845	- - -	201 12 8
Hoathley, West - - - - - N.S. 5	45 0 0	1844	- - -	2 19 0
" " - - - - - " -	15 0 0	1854	- - -	- - -
Hooe - - - - - N.S. -	22 0 0	1846	- - -	- - -
" - - - - - " -	45 0 0	1859	- - -	- - -
Horsham - - - - - N.S. -	- - -	- - -	2 0 0	29 0 0
Horsted, Little - - - - - N.S. 5	- - -	- - -	- - -	49 16 8
Hove, Eastern - - - - - N.S. 12	77 0 0	1842	5 0 0½	159 6 4
Hove, Western - - - - - N.S. 12	469 0 0	1858	6 6 8½	243 0 0
Hurstmonceaux - - - - - N.S. 9	- - -	- - -	4 8 1	247 3 4
Hurst Pierpoint - - - - - N.S. 12	- - -	- - -	8 0 10½	579 18 8
Icklesham - - - - - N.S. -	110 0 0	1846	- - -	- - -
Iping - - - - - B.S. 8	- - -	- - -	- - -	29 1 8
Isfield - - - - - N.S. -	*50 0 0	1840	- - -	- - -
Leonard's, Saint, on Sea - - - - - N.S. 9	*60 0 0	1836	15 16 8	1,483 3 10
" " " - - - - - " -	396 0 0	1848	- - -	- - -
" " " - - - - - " -	109 2 6	1861	- - -	- - -
Leonard's, Saint, on Sea, All Souls' - - - - - R.C. 5	- - -	- - -	8 13 3	586 9 2
Leonard's, Saint, on Sea, St. Mary Magdalene's, Industrial - - - - - Ch. of E. 9	684 0 0	1857	13 15 1½	390 16 10
Lewes, All Saints - - - - - N.S. -	248 0 0	1841	- - -	- - -
Lewes, All Saints, and South-over, Infants' - - - - - N.S. 12	- - -	- - -	2 8 9	40 8 4
Lewes - - - - - B.S. 8	79 0 0	1856	5 9 2½	601 19 8
Lewes - - - - - N.S. 12	- - -	- - -	24 12 2½	1,209 7 2
Lindfield - - - - - N.S. 5	95 10 0	1852	4 0 7	50 10 8
Littlehampton - - - - - N.S. -	105 0 0	1846	1 8 7½	- - -
Lodsworth - - - - - N.S. 5	80 0 0	1846	- - -	208 18 5
" - - - - - " -	8 10 0	1856	- - -	- - -
Lurgashall - - - - - N.S. -	80 0 0	1845	2 12 0	- - -
" - - - - - " -	10 0 0	1845	- - -	- - -

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
SUSSEX—cont.				
Mayfield, Boys	N.S. 5	£ s. d.	£ s. d.	£ s. d.
Mayfield, Girls	N.S. 5	- - -	3 1 9½	392 14 8
Merston	N.S.	37 0 0	8 6 8½	148 5 0
Midhurst	N.S.	170 0 0	- - -	- - -
Mountfield and Whatlington	N.S. 5	52 0 0	- - -	27 5 0
Netherfield	N.S. 9	- - -	- - -	41 12 0
Newhaven	N.S. 12	130 0 0	6 5 7½	330 9 6
Ninfield	N.S.	100 0 0	1 10 0	- - -
North Heath	N.S.	146 0 0	1 17 5½	- - -
Northiam	N.S. 9	58 0 0	3 17 9½	28 8 0
Nuthourne	N.S.	96 16 0	2 1 8½	- - -
Nuthurst	N.S. 5	- - -	1 0 4½	- - -
Offham	N.S. 12	55 10 0	- - -	- - -
Patcham	N.S. 12	107 0 0	- - -	50 14 0
Peasmarsh	N.S.	140 0 0	- - -	- - -
Pett "	N.S.	29 0 0	- - -	- - -
Petworth	N.S. 5	75 0 0	- - -	- - -
Plumpton	N.S.	*23 0 0	5 0 0½	52 17 2
Polegate	N.S.	54 0 0	2 8 0	- - -
Poling	N.S.	87 4 0	1 0 0	- - -
Portslade and Hangleton	N.S.	66 10 0	1 9 4½	- - -
Poynings "	N.S.	60 0 0	- - -	- - -
Pulborough	N.S. 5	86 8 0	- - -	- - -
Pyecombe	N.S.	336 0 0	4 13 4½	252 6 0
Ripe	N.S.	22 5 0	- - -	- - -
Rodmell	N.S.	35 0 0	- - -	- - -
Rotherfield	Par. 12	35 0 0	- - -	- - -
Rottingdean	N.S. 12	- - -	1 12 11½	15 8 4
Rustington	Ch. of E.	260 0 0	- - -	129 10 0
Rye	Wes. 8	202 0 0	- - -	21 18 0
Rye Harbour	Ch. of E. 9	190 19 0	10 5 1½	363 12
Salehurst	N.S. 5	*75 0 0	- - -	30 4 4
Sayer's Common	N.S. 12	65 0 0	3 17 3½	130 18 4
Seaford	Ch. of E. 9	369 12 0	- - -	41 3 10
Selmeston	N.S. 12	- - -	- - -	34 11 0
Slaugham	N.S.	60 0 0	- - -	228 6 8
Slinfold	N.S. 5	80 0 0	- - -	- - -
Sompting	N.S.	*64 0 0	- - -	118 10 0
Southbourne and Seaside	N.S. 9	150 0 0	5 17 10	- - -
" "	"	27 10 0	a10 0 0	770 18 4
" "	"	115 0 0	- - -	- - -
Southwater	Ch. of E. 5	- - -	- - -	- - -
Southwick	N.S. 12	70 0 0	5 12 5½	29 6 8
Staplecross	Wes. 8	- - -	6 6 8½	155 1 8
Steyning	N.S. 12	70 0 0	3 0 5½	764 9 8
"	N.S.	399 0 0	- - -	208 12 0
Storrington	N.S.	*20 0 0	- - -	- - -
Stoughton and Racton	N.S.	62 10 0	- - -	- - -
Ticehurst	N.S. 5	350 0 0	2 5 11½	161 15 0
Tidebrook	N.S. 5	212 0 0	10 14 0½	1,003 18 8
Tillington	N.S. 5	- - -	2 1 8½	4 5 0
Twyford	N.S. 4	- - -	1 2 4½	367 10 0
Uckfield	N.S. 5	256 10 0	2 2 6½	127 19 0
Wadhurst	N.S. 5	*100 0 0	6 13 6	770 19 3
Wadhurst	N.S. 5	280 0 0	7 11 0	281 5 6
Wadhurst, Best Beech Hill	"	- - -	- - -	- - -
District	Ch. of E. 4	- - -	- - -	- - -
Waldron	N.S. 5	- - -	- - -	27 10 0
Waltham, Cold	N.S. 7	82 0 0	- - -	6 5 0
Warbleton	N.S.	*50 0 0	- - -	130 18 0
Warnham	N.S. 5	74 0 0	- - -	- - -
Wartling	N.S. 5	- - -	- - -	281 8 4
Westbourne	N.S. 7	*90 0 0	1 17 6½	139 6 8
Westmeston	N.S.	- - -	5 0 0	625 14 5
Withyham, St. John's	N.S.	60 0 0	- - -	50 10 0
Withyham, St. Michael's	N.S. 5	16 15 0	1 16 7½	35 0 0
		- - -	5 13 2½	352 9 6

a Scientific apparatus.

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	Amount.	Date of Payment.		
SUSSEX—cont.				
Woolbeding - - - N.S.	£ 181 0 0	1851	£ 1 13 4½	
Worthing - - - N.S.	*100 0 0	1855		
Worthing - - - Wes.	- - -	- - -	1 4 8½	48 10 0
WARWICKSHIRE.				
Alcester - - - N.S. 7	100 0 0	1844	4 2 8½	857 16 9
" - - - "	6 18 6	1850		
" - - - "	17 0 0	1854		
Allesley, Reformatory - - - 11	- - -	- - -	- - -	110 10 1
Ashted, St. James - - - Ch. of E. 10	- - -	- - -	- - -	8 14 0
Aston, Infants - - - N.S. 7	351 0 0	1856	4 3 4½	251 6 6
Atherstone, Boys' Free School - 8	150 0 0	1842	- - -	529 1 8
" - - - "	140 0 0	1855		
" - - - "	51 8 6	1856		
Atherstone, Girls - - - N.S.	31 1 10	1856	3 7 2	
Attleborough - - - N.S. 7	236 0 0	1849	4 12 8½	393 19 0
" - - - "	6 13 4	1855		
Bentley - - - N.S. 7	- - -	- - -	2 5 7	766 16 0
Bidford - - - N.S. 8	50 0 0	1846	9 18 7½	491 6 8
" - - - "	19 10 0	1854		
" - - - "	13 2 6	1858		
Birmingham - - - Wes.	- - -	- - -	- - -	18 0 0
Birmingham, All Saints' - N.S. 10	616 0 0	1844	4 8 3½	313 5 0
Birmingham and Edgbaston (Tennant Street), Industrial B.S. 2	41 0 0	1855	10 2 11	506 18 6
Birmingham (Bishop Ryder's) - N.S. 7	300 0 0	1842	29 5 0	449 15 8
" - - - "	150 0 0	1842		
" - - - "	341 12 0	1861		
" - - - "	119 0 0	1861		
Birmingham, Christ's Church (Pinfold Street) - - - N.S. 10	*400 0 0	1837	9 3 4½	416 7 5
Birmingham, St. Barnabas' (Ryland Street North) Infants. N.S. 10	196 0 0	1849	- - -	13 0 0
Birmingham, Church of the Saviour - - - B.S. 2	- - -	- - -	7 13 5½	848 0 10
Birmingham, Day School Teachers' Association - - -	- - -	- - -	0 13 4½	
Birmingham, Girls' Reformatory - - -	- - -	- - -	2 6 10½	210 0 0
Birmingham, Industrial Free School 7	495 0 0	1850	8 19 7	1,090 2 10
" - - - "	300 0 0	1855		
" - - - "	200 0 0	1858		
Birmingham, Legge Street - B.S. 3	- - -	- - -	- - -	14 8 0
Birmingham, New Jerusalem - B.S. 2	- - -	- - -	12 3 6½	623 19 0
Birmingham, Oratory (Edg- baston) - - - R.C. 4	- - -	- - -	2 16 11	367 7 6
Birmingham, Asylum - - - P.U. 4	- - -	- - -	- - -	169 5 0
Birmingham, St. Anne's (Alcester Street) - - - R.C. 4	- - -	- - -	- - -	731 7 8
Birmingham, St. Bartholomew's N.S. 8	*150 0 0	1834	10 3 2½	520 12 0
" - - - "	115 0 0	1840		
" - - - "	257 10 0	1851		
Birmingham, St. Chad's - R.C. 4	- - -	- - -	5 11 10½	2,072 18 4
Birmingham, St. George's (Russell Street) - - - N.S. 8	*300 0 0	1834	29 0 4	2,350 12 10
" - - - "	230 0 0	1843		
" - - - "	200 0 0	1845		
" - - - "	100 0 0	1847		
" - - - "	8 11 8	1852		
" - - - "	45 0 0	1855		
" - - - "	54 0 0	1853		
Birmingham, St. Clement's, Ne- chells - - - N.S. 10	1,200 0 0	1859	4 17 6	286 0 0
Birmingham, St. John's - R.C. 4	858 0 0	1861	1 2 0	460 8 8
Birmingham, St. Luke's (Edg- baston) - - - N.S. 8	370 0 0	1843	90 17 9½	1,711 15 10
" - - - "	133 0 0	1845		
" - - - "	13 6 8	1850		

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	Amount.	Date of Payment.		
WARWICKSHIRE—cont.				
Birmingham, St. Luke's (Mac- donald Street) - N.S. 8	£ s. d. 177 0 0	1850	£ s. d. 6 5 0½	£ s. d. 164 10 0
Birmingham, St. Mark's (Helena Street) - N.S.	89 10 0	1850	1 10 6	
Birmingham, St. Mark's (St. Mark's Street) - N.S. 8	492 0 0 12 16 4	1844 1849	26 4 5	1,923 2 4
Birmingham, St. Mary's - N.S. 7	750 0 0	1846	11 1 7½	1,195 2 10
Birmingham, St. Mary's, Boys - R.C. 4	- - -	- - -	- - -	85 12 8
Birmingham, St. Mary's, Girls - R.C. 4	- - -	- - -	10 4 8½	777 7 0
Birmingham, St. Matthew's - N.S. 8	691 0 0 56 10 0	1841 1846	24 12 5½	784 18 8
" " - " - " - " - "	25 3 10	1859		
" " - " - " - " - "	440 0 0	1860		
Birmingham, St. "Matthias" (Farm Street), - N.S. 8	150 0 0	1849	1 14 2½	776 4 10
Birmingham, St. Matthias' (Wheeler Street) - N.S. 8	1,200 0 0	1858	3 7 0½	3 10 0
Birmingham, St. Nicholas' - R.C. 4	- - -	- - -	1 3 4	493 17 4
Birmingham, St. Patrick's - R.C. 3	- - -	- - -	- - -	377 2 4
Birmingham, St. Paul's - N.S. 8	788 0 0	1846	23 10 10½	1,805 2 4
Birmingham, St. Peter's (Moor Street) - N.S. 8	531 0 0	1844	14 6 8	103 15 10
Birmingham, St. Peter's (London Prentice Street), Infants - N.S.	73 10 0	1849		
Birmingham, St. Peter's - R.C. 4	- - -	- - -	3 15 11	1,324 19 0
Birmingham, St. Philip's - N.S. 7	500 0 0	1843	9 1 7½	1,255 18 4
Birmingham, St. Stephen's - N.S. 7	828 0 0 12 12 0	1845 1857	4 8 2½	661 11 0
Birmingham, St. Thomas' (Hol- loway Head Street) - N.S. 8	235 0 0	1842	21 17 11½	2,085 13 6
" " " " - " - " - "	- - -	- - -	27 5 4	
" " " " - " - " - "	80 0 0	1854		
Birmingham, St. Thomas' Branch, Infants, (Holliday Street) N.S. 8	171 0 0	1850	- - -	143 0 0
Birmingham, Steelhouse Lane - B.S. 3	- - -	- - -	1 11 7½	38 0 0
Birmingham, Unitarian Domes- tic Mission - " 2	- - -	- - -	29 2 8½	1,776 19 8
Bordesley, St. Andrew's (Small- heath), Infants - N.S.	99 0 0	1850	- - -	
Brailes - Ch. of E. 4	397 0 0	1859	- - -	35 5 0
Brinklow - N.S. 8	377 10 0	1856	3 11 10½	255 2 4
Bromwich, Little - N.S. 10	105 12 0	1860	1 0 10	19 0 0
Budbrooke - Ch. of E. 8	- - -	- - -	- - -	36 6 8
Bulkington School - " 10	- - -	- - -	4 2 7	71 4 0
Chilvers Coton - N.S.	104 0 0	1846	- - -	
Claverdon - N.S.	100 0 0	1849	2 5 8½	32 10 0
" " - " - " - " - "	140 0 0	1858	14 9 7	474 18 4
Clifton on Dunsmoor - N.S. 8	186 0 0	1851	- - -	
Compton, Penny - N.S.	*54 0 0	1834	- - -	
Corley Moor - N.S.	- - -	- - -	0 12 4½	
Coventry, Blue Coat School, Girls' - 10	- - -	- - -	- - -	90 8 4
Coventry, Holy Trinity - N.S. 10	1,337 0 0 12 19 0	1854 1858	3 10 0½	944 0 2
Coventry, St. John's - N.S.	*120 0 0	1840	2 9 8½	103 10 8
Coventry, St. Michael's - N.S. 8	1,200 0 0	1855	15 0 8½	1,358 10 1
Coventry, St. Michael's, Branch Sch. 8	- - -	- - -	- - -	120 7 4
Coventry, St. Osburg's - R.C. 4	- - -	- - -	3 3 2½	6 18 0
Coventry, St. Peter's - N.S. 8	180 0 0 75 0 0	1844 1852	20 6 9	879 10 8
" " - " - " - " - "	28 17 6	1857		
Coventry, St. Nicholas' Place, Boys - B.S.	*125 0 0	1842		
Coventry, Vicar Lane (b) - B.S.	*200 0 0	1835		
Cubington - N.S. 8	220 0 0	1846	4 18 5½	1,310 8 6
Deritend, St. John's - N.S. 8	267 0 0 95 5 0	1849 1853	21 4 6½	656 15 10
Dunchurch " - " - " - " - "	*106 0 0	1838	9 9 7½	299 8 0
" " - " - " - " - "	42 0 0	1847		
" " - " - " - " - "	8 5 0	1852		

a Scientific apparatus.

b Grant repaid in 1847 to the Lords of Her Majesty's Treasury.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
WARWICKSHIRE—cont.				
Eatington - - - N.S.	10	- - -	£ s. d.	£ s. d.
Edgbaston - - - Par.	8	- - -	1 9 6	82 15 0
Edgbaston, St. George's - - N.S.	10	1854	6 9 6	1,200 0 2
Edgbaston, St. James' - Ch. of E.	595 0 0	1861	5 15 10½	367 1 8
Erdington, Infants - - B.S.	100 0 0	1840	4 4 8½	- - -
Erdington - - - R.C.	4	- - -	4 17 1½	224 9 4
Exhall - - - N.S.	10	- - -	- - -	14 18 4
Grandborough - - - N.S.	54 10 0	1841	- - -	- - -
Halford - - - N.S.	- - -	- - -	1 0 7½	- - -
Hampton-on-the-Hill - - R.C.	1	- - -	1 2 3	149 13 4
Harborough, Magna - - N.S.	- - -	1846	1 3 11	- - -
Harbury - - - N.S.	8	1856	- - -	218 15 6
Hartshill - - - N.S.	10	1853	1 9 4½	18 8 4
Hunningham - - - Ch. of E.	246 0 0	1860	2 0 4	- - -
Ilmington - - - N.S.	11	1859	3 0 0½	14 8 0
Itchington, Bishop's - - N.S.	*37 0 0	1838	1 0 0	- - -
Itchington, Long - - N.S.	7	1857	1 0 1	485 7 6
Kenilworth, St. Nicholas - N.S.	7	1836	2 6 10½	255 9 8
- - - - -	599 0 0	1860	- - -	- - -
Kenilworth, St. Austin's - R.C.	- - -	- - -	- - -	11 0 0
Kenilworth, St. John's - N.S.	7	1855	2 4 7	303 5 8
Keresley and Coundon - - N.S.	7	1852	5 9 6	411 10 6
Kingsbury Endowed - - N.S.	7	1849	11 12 7	573 14 0
" - - -	21 8 0	1854	a6 13 4	- - -
" - - -	30 0 0	1857	- - -	- - -
Kinwarton and Great Alne - N.S.	7	1841	3 6 5½	400 11 2
" - - -	7 0 0	1846	- - -	- - -
" - - -	11 10 0	1853	- - -	- - -
Kinwarton and Great Alne Sun- day School - - -	*30 0 0	1836	- - -	- - -
Ladywood, St. John's - - N.S.	7	1857	35 4 3¾	1,223 13 5
- - - - -	262 0 0	1861	- - -	- - -
Lea Marston - - - Ch. of E.	10	- - -	- - -	115 9 0
Leamington - - - N.S.	10	- - -	3 0 10½	11 5 0
Leamington Priors - - N.S.	1,100 0 0	1859	2 18 4	- - -
Leamington, St. John's - N.S.	10	- - -	- - -	8 15 0
Leamington, St. Mary's - N.S.	10	- - -	- - -	25 18 0
Leamington Priors - - R.C.	- - -	- - -	2 10 5½	179 10 0
Leamington Priors - - Wes.	3	- - -	- - -	1 10 0
Lighthorn - - - S.	11	- - -	- - -	27 5 0
Loxley - - - N.S.	10 10 0	1856	- - -	- - -
Lozells, St. Silas' - - N.S.	8	- - -	9 10 4	503 2 4
Mappleborough Green - - N.S.	10	- - -	- - -	94 16 0
Marton - - - N.S.	10	1860	2 5 10½	67 7 0
Mount Carmel - - - R.C.	- - -	- - -	1 0 0	- - -
Napton on the Hill - - N.S.	40 0 0	1844	1 7 0	- - -
- - - - -	24 0 0	1851	- - -	- - -
Nuneaton (Abbey End) Infants N.S.	8	1849	- - -	26 2 0
Nuneaton (Church Lane) - N.S.	8	1850	12 19 8½	1,756 15 6
Offchurch (Lady Aylesford's) - 8	- - -	- - -	- - -	138 10 2
Packington (Earl of Aylesford's) - 8	- - -	- - -	- - -	0 15 0
Pailton - - - N.S.	10	1848	1 0 6	- - -
" - - -	252 0 0	1854	- - -	- - -
Ratley - - - Ch. of E.	117 0 0	1850	1 0 5½	30 0 0
Rowington - - - N.S.	8	1861	- - -	97 7 6
Rugby (Elborow's) - - N.S.	8	1851	9 3 4	1,314 19 9
Rugby, New Parochial School (in St. Matthew's District) - -	275 0 0	1853	6 10 2½	- - -
Rugby, St. Matthew's, Infants - N.S.	8	1846	9 7 3	1,033 16 0
" - - -	9 10 0	1853	- - -	- - -
" - - -	65 0 0	1854	- - -	- - -
Rugby, Trinity - - - Par.	8	- - -	- - -	1,097 9 8
Rugby - - - Wes.	2	- - -	14 12 7½	848 17 10
Rugby - - - R.C.	8	- - -	- - -	34 15 0
Saltley, Reformatory - - -	- - -	- - -	- - -	735 18 0
Saltley (Worcester Diocesan) Practising - - -	8	1853	4 5 0½	826 8 8

a Scientific apparatus.

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	Amount.	Date of Payment.		
WARWICKSHIRE—cont.				
Shirley, Endowed - Ch. of E. 8	£ 65 0 0	1836	£ 7 7 2	£ 88 5 8
" " - " - " - "	187 0 0	1852		
" " - " - " - "	15 2 8	1855		
" " - " - " - "	19 0 0	1856		
Snitterfield - " - " - N.S. 8	*100 0 0	1838	4 3 11	127 10 0
" " - " - " - " - "	25 0 0	1861		
Solihull, Lower, Free - " - N.S. 8	- - -	- - -	1 18 4	143 6 8
Southam Independent S. - " - 10	46 0 0	1840	- - -	12 10 0
Stockingford - " - " - N.S. 8	64 0 0	1848	8 9 0	505 2 0
" " - " - " - " - "	2 5 0	1850		
" " - " - " - " - "	538 0 0	1855		
Stockton - " - " - N.S. 10	30 0 0	1844	1 13 4	143 16 0
" " - " - " - " - "	25 4 4	1858		
Stoke - " - " - N.S. 10	63 10 0	1841	3 8 6½	50 4 0
" " - " - " - " - "	12 10 0	1858		
Stoneleigh - " - " - Par. 10	- - -	- - -	3 6 0½	84 2 0
Stowerton - " - " - N.S. 11	40 0 0	1841		
Stratford-on-Avon - " - " - N.S. 11	230 0 0	1846	5 4 9½	134 4 8
" " - " - " - " - "	81 11 8	1859		
Stretton-on-Dunsmore - " - " - N.S. 10	- - -	- - -	- - -	12 0 0
Studley - " - " - N.S. 10	*35 0 0	1837	2 12 8	204 17 0
" " - " - " - " - "	17 12 4	1856		
" " - " - " - " - "	257 0 0	1858		
" " - " - " - " - "	65 0 0	1861		
Sutton-Coldfield - " - " - R.C. -	- - -	- - -	2 6 8	240 19 0
Thurlaston - " - " - N.S. -	138 15 0	1850		
Tysoe - " - " - Ch. of E. 10	554 0 0	1858	2 0 9½	302 10 0
Walton - " - " - Ch. of E. -	- - -	- - -	- - -	74 17 0
Warton - " - " - Ch. of E. -	267 0 0	1858		
Walsgrave-on-Sowe - " - " - N.S. 7	10 10 0	1859	1 10 8	135 9 8
Warwick and Leamington Ch. Schoolmasters' Association - " - " -	- - -	- - -	0 13 4	
Warwick High Street Chapel - " - " - B.S. 2	261 0 0	1859	5 5 10½	127 9 4
Warwickshire Reformatory - " - " - " -	- - -	- - -	- - -	171 6 0
Warwick, St. Mary's - " - " - N.S. 8	*150 0 0	1836	16 14 0½	1,722 14 2
" " - " - " - " - "	55 0 0	1847		
" " - " - " - " - "	20 0 0	1849		
" " - " - " - " - "	30 0 0	1853		
" " - " - " - " - "	62 0 0	1855		
Warwick, St. Mary's and St. Paul's, Infants - " - " - N.S. -	162 0 0	1849		
Westwood, Canley Hill - " - " - N.S. 8	- - -	- - -	1 2 1½	72 13 9
Wilnecote - " - " - N.S. 7	- - -	- - -	2 11 8½	65 16 0
Wishaw - " - " - N.S. 10	- - -	- - -	- - -	8 0 0
Wolston - " - " - Ch. of E. 3	- - -	- - -	- - -	14 16 8
Wolvey - " - " - N.S. 4	*53 0 0	1838	- - -	110 8 8
" " - " - " - " - "	12 3 0	1859		
Wotton Wawen - " - " - N.S. -	208 0 0	1857		
WESTMORELAND.				
Appleby, St. Laurence's - " - " - B.S. 11	126 15 0	1849	4 8 10	314 1 6
Bongate - " - " - N.S. 9	65 0 0	1845	2 4 1	62 14 0
Brough - " - " - N.S. 3	- - -	- - -	2 4 1	98 2 6
Burnside Endowed School - " - " - 10	- - -	- - -	- - -	96 18 0
Burton - " - " - Ch. of E. 9	- - -	- - -	2 1 8½	93 6 4
Casterton - " - " - N.S. 2	42 0 0	1841	3 1 9½	142 9 2
Clifton - " - " - Ch. of E. 2	- - -	- - -	1 5 0½	45 0 0
Duften - " - " - B.S. 8	- - -	- - -	- - -	52 7 0
Firbank - " - " - Ch. of E. 1	112 4 0	1860	- - -	65 14 0
Grayrigg - " - " - N.S. -	32 0 0	1847		
Helsington - " - " - N.S. -	- - -	- - -	0 17 4	
Helton - " - " - N.S. -	- - -	- - -	1 9 2	
Holme - " - " - N.S. -	82 10 0	1841	- - -	13 2 0
Kendal - " - " - P.U. 7	- - -	- - -	- - -	24 11 8
Kendal - " - " - Wes. -	173 0 0	1848	3 13 4½	135 16 8
Kendal, Boys - " - " - B.S. 8	*125 0 0	1835	30 17 7	1,662 3 2
" " - " - " - " - "	69 5 4	1855		
" " - " - " - " - "	60 0 0	1858		

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		Amount.	Date of Payment.			
WESTMORELAND—cont.						
Kendal	N.S.	9	£ 14 11 0	1849	£ 5 16 7½	1,189 6 8
"	"	"	14 0 0	1852		
"	"	"	65 0 0	1854		
"	"	"	47 6 0	1861		
Kendal, Castle Street, Girls and Infants	B.S.	8	- - -	- - -	5 8 0	249 10 0
Kendal, Fellside	B.S.	8	- - -	- - -	4 11 7½	18 6 8
Kendal, Highgate	Ch. of E.	9	- - -	- - -	2 1 8½	112 5 0
Kendal, St. George's, Girls	N.S.	9	243 10 0	1854	7 17 11	235 5 8
Kendal, St. Thomas', Infants	N.S.	-	- - -	- - -	- - -	18 6 8
Kirkby Stephen	N.S.	-	*45 0 0	1834	- - -	- - -
Kirkby Lonsdale	N.S.	5	455 0 0	1858	8 14 2½	280 1 4
Langdale	Ch. Sch.	10	- - -	- - -	2 12 6½	67 2 0
Martindale	N.S.	-	*27 0 0	1835	- - -	- - -
Meal Bank	B.S.	9	- - -	- - -	1 17 6½	88 13 4
Ormside	N.S.	-	35 0 0	1854	- - -	- - -
Staveley	N.S.	10	- - -	- - -	3 5 3½	23 15 3
Strickland, Great	N.S.	2	- - -	- - -	1 17 6½	322 1 4
Troutbeck	Ch. of E.	10	- - -	- - -	- - -	18 15 0
Windermere, St. Mary's	N.S.	9	- - -	- - -	2 6 8	324 13 10
WILTSHIRE.						
Aldbourne	N.S.	2	306 0 0	1858	- - -	59 18 0
Alderbury	N.S.	12	- - -	- - -	3 10 4½	602 8 4
Allcannings	N.S.	1	26 14 8	1860	- - -	86 10 0
Amesbury	N.S.	3	- - -	- - -	9 5 0	453 0 0
Ashton	Ch. of E.	2	- - -	- - -	2 1 3	309 3 4
Ashton, Steeple	N.S.	12	- - -	- - -	- - -	131 10 0
Ashton, West	N.S.	12	70 0 0	1847	15 12 0½	795 14 1
"	"	"	62 5 0	1850	- - -	- - -
"	"	"	37 10 0	1854	- - -	- - -
Avebury	Par.	-	40 0 0	1844	- - -	- - -
Barford, St. Martin	N.S.	2	478 0 0	1854	3 16 7½	423 13 0
Bedwin, Great	N.S.	2	- - -	- - -	3 1 1	70 16 0
Bedwin, Little	N.S.	2	328 0 0	1855	1 6 8½	139 17 8
Bemerton	N.S.	2	- - -	- - -	3 11 1½	160 16 8
Berwick Bassett	N.S.	-	66 0 0	1848	- - -	- - -
Biddestone	N.S.	-	50 0 0	1844	2 0 0	- - -
Bishopstone (near Faringdon)	N.S.	12	126 0 0	1850	2 7 9	66 5 0
Bishopstone (near Salisbury)	N.S.	2	120 0 0	1855	3 2 5	184 6 0
"	"	"	9 8 6	1857	- - -	- - -
Bower Chalke	N.S.	3	40 0 0	1844	- - -	7 15 0
Bowood School	"	12	- - -	- - -	5 2 11½	475 15 0
Bradford, Ch. Ch.	N.S.	12	- - -	- - -	14 18 7½	925 3 2
Bradford-on-Avon	B.S.	4	- - -	- - -	1 3 3	53 15 0
Bradford, Parish Church	N.S.	12	*190 0 0	1836	8 15 10	1,043 19 8
"	"	"	28 8 6	1852	- - -	- - -
"	"	"	31 14 8	1852	- - -	- - -
Bradley (Maiden)	N.S.	-	65 0 0	1847	- - -	- - -
Bramshaw	N.S.	3	- - -	- - -	- - -	113 12 0
Bratton	B.S.	4	95 19 6	1846	4 3 9½	138 11 8
Bratton	N.S.	4	50 0 0	1846	1 10 10½	20 15 0
Brenhill	N.S.	5	150 0 0	1847	1 13 4	15 6 8
Brixton Deverell	N.S.	-	*40 0 0	1836	- - -	- - -
Broad Chalke	N.S.	2	251 0 0	1861	3 2 9½	8 7 0
Broadtown	Par.	-	205 0 0	1859	0 18 4½	- - -
Bromham	N.S.	3	- - -	- - -	1 12 8½	61 16 8
Broughton Gifford	N.S.	1	90 13 4	1853	1 1 0½	3 2 0
Burbage	N.S.	1	276 0 0	1856	- - -	118 3 0
Calne, Boys	N.S.	12	45 0 0	1856	21 17 9½	934 12 6
Calne, Girls	N.S.	12	- - -	- - -	11 2 3½	784 18 4
Calne (Lord Lansdowne's) In- fant Sch.	"	12	- - -	- - -	- - -	161 17 8
Calne, Middle, Endowed, Free Grammar School	"	12	- - -	- - -	15 0 9	555 2 0
Calne, Mrs. Guthrie's Ju- venile School	"	12	- - -	- - -	- - -	136 2 0

a Removed from inspection.



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	Amount.	Date of Payment.		
WILTSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Castle Combe - - - N.S. 7	- - -	- - -	6 9 4½	1,191 16 2
Charlton, All Saints - - Ch. of E. 5	- - -	- - -	1 6 0	108 15 0
Charlton Park - - - N.S. 3	- - -	- - -	- - -	167 12 0
Cheverell, Great - - - N.S. -	50 0 0	1845	- - -	- - -
Chilmark - - - N.S. 3	283 0 0	1861	1 16 1½	9 7 0
Chilton-Folliatt - - - N.S. 2	- - -	- - -	2 2 10½	173 7 4
Chippenham - - - N.S. 5	*170 0 0	1837	- - -	12 0 0
Chippenham - - - B.S. 3	- - -	- - -	3 11 8½	25 0 0
Chippenham - - - P.U. 9	- - -	- - -	- - -	122 6 8
Chippenham, St. Paul's - Ch. of E. 5	776 0 0	1858	9 0 4½	38 12 8
Chilton - - - N.S. -	40 0 0	1846	- - -	- - -
Chisledon - - - N.S. -	70 0 0	1841	- - -	- - -
Chittoe - - - N.S. 7	- - -	- - -	- - -	13 6 8
Cholderton - - - Par. 1	- - -	- - -	3 8 6½	202 10 8
Christian-Malford - - - N.S. 1	- - -	- - -	4 9 10½	411 12 6
Chute - - - N.S. 2	336 0 0	1859	3 2 11	90 18 6
Collingbourne Ducis - - N.S. 2	- - -	- - -	- - -	114 8 4
Collingbourne-Kingston - Ch. of E. 2	- - -	- - -	7 2 9	196 13 4
Combe Bissett - - - N.S. 12	40 0 0	1846	1 2 7	363 1 8
- - - - -	7 10 0	1854	- - -	- - -
Compton Bassett - - - N.S. 4	53 0 0	1843	1 14 5	15 12 0
Corsham - - - B.S. 4	*100 0 0	1840	6 14 6	587 13 0
- - - - -	19 3 0	1855	- - -	- - -
- - - - -	22 10 0	1857	- - -	- - -
Corsham Pickwick District - N.S. 2	- - -	- - -	- - -	10 0 0
Corsley - - - N.S. -	150 0 0	1847	- - -	- - -
Cricklade - - - N.S. 2	108 0 0	1843	2 5 10	113 17 6
Crockerton - - - N.S. 3	- - -	- - -	1 15 10½	51 11 8
Crudwell - - - N.S. 2	120 0 0	1858	1 16 4½	47 6 8
Damerham - - - N.S. 1	260 0 0	1859	11 11 8½	191 1 4
Derry Hill - - - N.S. 2	90 0 0	1844	8 7 3½	196 14 1
- - - - -	42 0 0	1848	- - -	- - -
Devcrill, Longbridge - - N.S. 3	- - -	- - -	2 5 11	304 2 0
Devizes - - - B.S. 3	*140 0 0	1834	5 1 6½	137 5 8
- - - - -	52 10 0	1860	- - -	- - -
Devizes, Town (Bridewell Street), Girls - - - N.S. 12	- - -	- - -	11 14 1	343 7 2
Devizes, Town (Sheep Street) Boys - - - N.S. 12	- - -	- - -	5 8 0½	616 6 8
Dilton's Marsh - - - N.S. 12	200 0 0	1848	9 18 9½	368 1 8
Donhead, St. Mary's - - N.S. -	*29 0 0	1837	- - -	- - -
Downton - - - B.S. 5	150 0 0	1841	3 6 8	1,150 17 4
- - - - -	11 6 8	1847	- - -	- - -
- - - - -	33 0 0	1850	- - -	- - -
- - - - -	50 0 0	1856	- - -	- - -
Downton - - - N.S. 12	162 0 0	1847	20 10 8½	511 13 0
Durington - - - Par. 12	- - -	- - -	5 0 7½	569 6 2
Erchfont - - - N.S. 12	- - -	- - -	4 1 3½	927 2 8
Everleigh - - - N.S. -	70 0 0	1845	1 9 10	- - -
Figheledean - - - N.S. 2	- - -	- - -	- - -	59 3 4
Fiskerton Anger - - - N.S. 2	180 0 0	1843	7 6 9½	464 15 0
Fonthill Bishop - - - N.S. -	37 10 0	1841	- - -	- - -
Fonthill Gifford - - - N.S. -	41 0 0	1846	- - -	- - -
Foslury - - - Ch. of E. 6	- - -	- - -	2 6 8	105 8 4
Fovant - - - N.S. -	105 0 0	1848	- - -	- - -
Foxham School - - - - -	- - -	- - -	- - -	66 10 0
Grafton, East - - - N.S. 1	- - -	- - -	2 4 3½	218 7 0
Grimstead, West - - - N.S. -	101 0 0	1856	- - -	- - -
Hankerton - - - N.S. 2	52 0 0	1852	- - -	143 0 0
Heddington - - - N.S. 1	- - -	- - -	2 5 0½	28 0 0
Heytesbury - - - N.S. 2	*150 0 0	1838	9 6 10½	101 5 8
- - - - -	155 0 0	1860	- - -	- - -
Highworth - - - N.S. 2	*100 0 0	1837	3 12 3½	111 1 0
Highworth and Swindon - P.U. 6	- - -	- - -	- - -	132 0 10
Hillmarton - - - N.S. -	- - -	- - -	1 0 5½	- - -
Hilpertown - - - N.S. 12	70 0 0	1846	5 1 1½	295 8 4
Hindon - - - N.S. 3	- - -	- - -	1 3 5½	248 15 2
Hinton, (Broad), Endowed - N.S. -	80 0 0	1846	- - -	- - -
- - - - -	80 0 0	1848	- - -	- - -
Hinton, Little - - - N.S. 12	65 0 0	1850	1 15 4	33 15 0

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
WILTSHIRE—cont.					
Holt	-	N.S.	£ 40 0 0	1835	
Horningsham	-	N.S. 2	-	-	105 4 8
Imber	-	N.S.	*34 0 0	1837	
Kingswood	-	N.S.	*75 0 0	1835	
Kington Langley	-	N.S. 4	116 0 0	1857	7 5 0
Knole, East	-	N.S. 1	*31 0 0	1839	389 16 0
"	-	"	10 17 2	1859	
"	-	"	7 0 0	1859	
Lacock	-	N.S. 12	-	-	669 5 4
Landford	-	N.S. 5	45 0 0	1843	128 0 8
Langford (Steeple)	-	N.S.	286 0 0	1861	
Latton	-	Par. 3	-	-	194 11 0
Laverstock	-	N.S. 2	5 0 0	1857	123 17 0
Lavington, (Market)	-	N.S. 2	146 0 0	1846	37 1 8
Limpley Stoke	-	N.S. 3	75 0 0	1845	27 6 8
Ludgershall	-	N.S. 2	-	-	133 0 10
Ludwell	-	N.S. 4	70 0 0	1842	17 3 0
Lydiard Millicent	-	N.S.	48 0 0	1843	
"	-	"	25 0 0	1846	
"	-	"	82 0 10	1859	
Lydiard Tregony	-	N.S.	257 12 0	1861	
Lyneham (Clack)	-	N.S.	198 12 0	1861	
Maddington	-	N.S. 2	-	-	115 9 8
Malmesbury and Westport	-	-	-	-	
Juvenile	Ch. of E. 2		600 0 0	1857	317 14 6
Malmesbury	Ch. of E. 1		-	-	741 14 0
Marden	-	N.S.	25 0 0	1844	
Marlborough, St. Mary's	-	N.S. 12	210 0 0	1850	1,193 10 4
"	-	"	185 0 0	1861	
Marlborough, St. Peter's	-	N.S. 12	500 0 0	1854	1,541 2 7
Martin	-	N.S.	123 0 0	1858	
Melksham	-	B.S. 12	64 6 8	1856	1,033 11 0
Melksham	-	N.S. 12	154 0 0	1840	840 0 2
"	-	"	27 4 4	1852	
Melksham	-	P.U. 9	-	-	14 3 4
Mere	-	N.S. 12	207 0 0	1841	412 9 0
"	-	"	40 0 0	1846	
Ninety, St. Leonard's	-	N.S.	116 0 0	1847	
Netheravon	-	N.S. 12	-	-	81 13 8
Netherhampton	-	N.S. 2	-	-	13 15 0
Nettleton and Burton	-	N.S. 7	69 0 0	1850	464 3 4
"	-	"	27 6 0	1859	
Newnton	-	N.S.	204 0 0	1860	
Newton, South	-	N.S. 12	-	-	236 3 4
Newton Tony	-	Par.	73 0 0	1857	
Norton Bavant	-	Ch. of E.	20 0 0	1843	
Nunton	-	N.S. 12	-	-	64 5 0
Patney	-	N.S.	*25 0 0	1835	
Pewsey	-	N.S. 2	*75 0 0	1840	30 15 4
"	-	"	19 12 10	1861	
Pickwick	-	N.S.	444 0 0	1853	
Plaitford	-	N.S. 2	84 0 0	1855	71 11 0
"	-	"	27 9 4	1858	
Pool Keynes	-	N.S. 4	86 0 0	1847	55 14 0
"	-	"	9 5 0	1855	
Purton	-	N.S. 12	584 0 0	1861	147 8 4
Redlynch	-	N.S. 1	-	-	54 15 0
Road Hill	-	N.S. 2	*60 0 0	1835	180 1 8
Rowde	-	N.S. 1	-	-	6 1 0
Salisbury Church Schoolmasters' Association	-	-	-	-	
Salisbury, Model School for Girls	-	N.S. 1	-	-	365 17 6
Salisbury	-	P.U.	-	-	5 0 0
Salisbury, St. Edmund's, Practising School	-	12	1,361 0 0	1860	31 5 10
Salisbury, St. Edmund's, Sunday Sch.	-	-	*40 0 0	1835	
Salisbury, St. Martin's	-	N.S. 12	21 0 0	1851	2,102 7 2
"	-	"	-	-	

a Scientific apparatus.

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	Amount.	Date of Payment.		
WILTSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Salisbury, St. Thomas' - N.S. 12	- - -	- - -	- - -	80 9 0
Salisbury - Wes. 6	- - -	- - -	11 16 11½	777 19 0
Savernake - N.S. 12	- - -	- - -	- - -	15 1 0
Seagry - N.S. -	50 0 0	1851	- - -	- - -
Seniley - N.S. 4	50 0 0	1841	1 2 5	53 1 8
Seend Girls' Church School - 1	- - -	- - -	1 13 0½	9 2 6
Shaw and Witley - N.S. 2	- - -	- - -	3 3 6	92 0 0
Sherston, Infants - B.S. 3	- - -	- - -	13 17 9½	1,203 9 8
Sherston Magna - N.S. 7	130 0 0	1846	7 1 10½	326 5 0
" - - - - N.S. -	40 0 0	1853	- - -	- - -
Shrewton - N.S. 1	- - -	- - -	2 18 4	54 0 0
Somerford Keynes, Ch. Sch. - 2	214 0 0	1860	1 13 4	17 18 4
Southbroom - N.S. -	*50 0 0	1834	- - -	- - -
Stapleford - Par. -	- - -	- - -	1 17 6½	- - -
Staverton - N.S. 12	- - -	- - -	3 14 10½	371 11 2
Stert - N.S. -	20 0 0	1841	- - -	- - -
Stockley - N.S. -	117 0 0	1856	2 0 0	- - -
" - - - -	58 0 0	1858	- - -	- - -
Stratford-sub-Castle - N.S. -	37 10 0	1842	- - -	- - -
Stratton, St. Margaret's - N.S. -	*35 0 0	1837	- - -	- - -
Studley, St. John's - N.S. 12	381 0 0	1855	1 19 0	223 1 4
Sutton Benger - N.S. -	42 0 0	1850	- - -	- - -
Sutton Veny - Ch. of E. 7	- - -	- - -	- - -	34 15 0
Swallowcliffe - N.S. -	45 0 0	1844	- - -	- - -
Swindon - N.S. 3	*85 0 0	1837	8 14 11	603 4 6
" - - - -	47 0 0	1857	- - -	- - -
Swindon, New (Great Western Railway) - N.S. 3	300 0 0	1846	20 10 9½	1,409 14 11
" - - - -	298 0 6	1858	- - -	- - -
Swindon, Old, Infants - N.S. 3	- - -	- - -	- - -	360 15 10
Tisbury - N.S. 3	175 0 0	1843	6 17 2½	188 19 10
" - - - -	124 0 0	1855	- - -	- - -
Trowbridge - B.S. 4	- - -	- - -	12 8 4½	806 16 8
Trowbridge - N.S. 12	726 0 0	1846	11 10 5	2,733 16 11
Trowbridge, Holy Trinity - N.S. 12	*105 0 0	1837	5 3 2	1,011 5 0
" - - - -	8 0 0	1851	- - -	- - -
Upton Scudamore - N.S. -	*30 0 0	1839	- - -	- - -
Wanborough - Par. 5	- - -	- - -	2 8 9	36 14 4
Warminster - B.S. 4	*155 0 0	1837	2 10 2½	297 5 0
Warminster - N.S. 12	*460 0 0	1835	24 15 8	2,513 10 6
" - - - -	200 0 0	1845	- - -	- - -
" - - - -	91 0 0	1846	- - -	- - -
Warren's, Girls (a) - N.S. -	- - -	- - -	- - -	164 18 4
Westbury - N.S. 12	150 0 0	1847	16 13 8	1,583 0 2
Westbury, Boys - B.S. 3	- - -	- - -	- - -	11 8 0
Westbury, Heywood House - N.S. 12	- - -	- - -	4 1 1½	656 6 8
Westbury, Leigh - Ch. of E. 1	- - -	- - -	- - -	31 9 0
Westwood - N.S. -	53 0 0	1842	1 1 0	- - -
" - - - -	20 0 0	1853	- - -	- - -
Whiteparish - N.S. 9	100 0 0	1842	6 16 7½	109 4 8
Wilton - N.S. 12	- - -	- - -	16 11 5½	1,677 13 4
Wiltshire Reformatory - - -	- - -	- - -	- - -	208 0 6
Wiltshire, North, Schoolmas- ters' Association - - -	- - -	- - -	- - -	- - -
Winterbourne Earls - N.S. -	- - -	- - -	3 18 9½	- - -
Winterbourne Earls - Par. -	- - -	- - -	1 17 5	- - -
Winterbourne Monkton - N.S. 12	25 0 0	1845	- - -	- - -
Winterbourne Stoke - N.S. 1	- - -	- - -	- - -	171 1 8
Winterslow - N.S. 1	- - -	- - -	1 9 11	12 3 0
Wootton Bassett - B.S. 3	348 0 0	1859	9 7 2½	217 1 0
Wootton Bassett - N.S. 3	40 0 0	1842	3 12 10	23 2 3
Wootton Rivers - N.S. 5	- - -	- - -	- - -	63 14 0
Wraxall, South - N.S. -	37 10 0	1842	- - -	- - -
Wylie - N.S. -	*45 0 0	1836	- - -	- - -
Wylie, West, Church School- masters' Association - - -	- - -	- - -	3 4 5½	- - -
Yatton Keynell - Ch. of E. -	- - -	- - -	- - -	11 5 0
Zeals - N.S. -	42 0 0	1846	2 0 5½	- - -

a Now amalgamated with Bramshaw Par.



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	Amount.	Date of Payment.		
WORCESTERSHIRE.				
	£ s. d.		£ s. d.	£ s. d.
Abberley, Free - - - Ch. of E. 11	292 0 0	1859	2 5 0	38 10 0
Alvechurch - - - N.S. 11	252 0 0	1857	2 7 4½	204 3 2
Areley King's - - - N.S.	55 0 0	1846	1 5 0½	
Balsall Heath, St. Paul's - N.S. 10	1,270 0 0	1857	32 9 0½	572 12 6
Badsey and Wickhamford - N.S.	125 16 0	1855	2 0 0	
Bartley Green - - - N.S.	*50 0 0	1840		
Belbroughton - - - N.S. 11				75 5 0
Bengeworth - - - N.S. 4	150 0 0	1847	3 8 3½	437 17 0
	50 0 0	1848		
Berrow - - - N.S.	*45 0 0	1835		
Bewdley - - - N.S. 11	65 3 4	1859		56 7 4
Bewdley, Far Forest - N.S. 11	60 0 0	1849	1 8 11½	5 2 0
Birts Morton - - - N.S.	78 0 0	1861	1 13 4	
Blockley - - - B.S. 6				5 0 0
Blockley, Upper - - - Ch. of E. 8				319 3 8
Bredicot - - - N.S.	100 0 0	1845	2 8 5	
" - - - "	30 6 6	1848		
" - - - "	12 10 0	1856		
Bretforton - - - N.S.	75 0 0	1848		
Broadheath - - - N.S.	*18 0 0	1836		
Broadway - - - N.S. 10	150 0 0	1857	2 10 6	72 5 0
Broadway, St. Mary's - R.C. 3				298 7 3
Bromsgrove - - - N.S. 11	*200 0 0	1834	13 19 3½	292 17 6
" - - - "			26 13 4	
Bromsgrove, Park Place - R.C.				33 0 0
Bromsgrove, The Lickey - N.S. 11	295 0 0	1855	2 7 7½	355 19 0
Castle Morton - - - N.S.	102 0 0	1849		
Claines - - - N.S.	*100 0 0	1841	2 0 0½	
Claines, St. George's - N.S. 12	*123 0 0	1835	6 1 10	90 5 4
Cleeve Prior - - - Ch. of E.	106 0 0	1859		
Clent - - - N.S.			1 17 2	
Clifton-on-Teme - - - N.S. 12	100 0 0	1844	1 5 8	27 7 5
Cradley - - - N.S. 11	1,092 0 0	1856	12 8 10	439 5 6
Cradley - - - Wes. 5			4 12 10	28 7 8
Dodderhill - - - N.S. 10	100 0 0	1846	1 11 1½	8 8 0
" - - - "	46 0 0	1847		
Droitwich, Coventry Charity - N.S.				12 0 0
Droitwich, St. Peter's - N.S. 10	255 0 0	1858	14 13 0½	890 18 0
" - - - "	38 8 6	1858		
Dudley - - - B.S.	*400 0 0	1835		
Dudley, St. Edmund's - N.S. 1	450 0 0	1847	11 12 9½	718 3 8
Dudley, St. James' - N.S. 1	150 0 0	1844	2 16 0	54 9 6
Dudley, St. John's - N.S. 1	395 0 0	1848	6 6 11½	190 1 0
Dudley, St. Thomas' - N.S. 1	520 0 0	1848	34 1 1½	600 4 2
" - - - "	35 0 0	1859		
" - - - "	312 0 0	1859		
Dudley - - - Wes. 5	432 0 0	1859	10 16 6	246 0 4
Eldersfield - - - N.S. 10	224 0 0	1860	4 12 5½	35 11 0
Evenlode - - - N.S.	28 0 0	1844		
Evesham - - - B.S. 6	160 0 0	1846		1,024 7 0
Evesham, All Saints, and St. Lawrence - N.S. 4	275 0 0	1844	5 12 2½	653 11 10
Feckenham - - - N.S. 4	801 8 0	1859	4 12 10	90 9 0
Finstall - - - N.S. 2	65 0 0	1848		2 15 0
Grimley - - - N.S.			1 1 2½	
Hagley - - - N.S. 11			9 15 9½	886 1 10
Hagley, Infants - - - N.S.	85 0 0	1856		
Hales Owen - - - N.S. 12	*285 0 0	1838	11 15 7½	637 8 8
" - - - "	42 0 0	1845		
" - - - "	110 0 0	1850		
" - - - "	3 6 3	1856		
" - - - "	367 0 0	1860		
Hales Owen, Girls and Infants - N.S. 12				6 11 8
Hales Owen (Quinton), Ch. Ch. N.S. 12	54 0 0	1842	1 14 10	51 2 4
" - - - "	10 0 0	1844		
" - - - "	25 0 0	1852		
Hallow, Endowed - - - N.S. 3	358 0 0	1858	3 15 4½	78 12 8

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	Amount.	Date of Payment.		
WORCESTERSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Hanbury - - - N.S. 11	254 0 0	1860	3 7 6½	141 6 0
Hanbury, Broughton Green - - N.S.	- - -	- - -	1 5 0½	- - -
Hawington - - - N.S.	59 0 0	1849	2 0 0	- - -
Headless Cross - - - N.S. 11	- - -	- - -	- - -	94 19 8
Holt and Witley - - - N.S.	*30 0 0	1838	- - -	- - -
Ickberrow - - - N.S. 11	112 10 0	1852	4 10 0	51 14 0
Kidderminster (Mill Street), Infants - - - N.S. 11	- - -	- - -	- - -	128 18 4
Kidderminster, New Meeting House Charity School - - 11	67 0 0	1853	10 19 3½	559 0 4
Kidderminster, St. George's - N.S. 11	26 13 4	1850	26 1 3½	1,411 11 8
" " - - - "	39 0 0	1855	- - -	- - -
" " - - - "	210 0 0	1856	- - -	- - -
Kidderminster, St. John's - N.S. 11	60 0 0	1844	8 3 8½	265 8 4
" " - - - "	62 10 0	1859	- - -	- - -
" " - - - "	80 13 4	1859	- - -	- - -
Kidderminster, St. John's, Girls N.S. 11	- - -	- - -	- - -	7 15 0
Kidderminster, St. Mary's - N.S. 11	50 0 0	1851	28 1 7	1,746 1 0
" " - - - "	8 6 8	1853	- - -	- - -
" " - - - "	25 0 0	1860	- - -	- - -
King's Heath, Infant School - - 10	- - -	- - -	- - -	11 19 0
Leigh Sinton - - - N.S. 10	- - -	- - -	1 1 8	28 14 0
Longdon, Endowed - - - N.S.	116 0 0	1850	- - -	- - -
Lye (on the Waste) - - - N.S.	160 0 0	1846	7 6 10	- - -
" " - - - "	27 8 0	1858	- - -	- - -
" " - - - "	344 8 0	1861	- - -	- - -
Lye (Stamber-Mill) - - - N.S. 4	230 0 0	1853	- - -	250 1 6
" " - - - "	50 0 0	1855	- - -	- - -
Malvern, Great, New Paro- chial - - - Ch. of E. 4	1,293 0 0	1859	- - -	15 18 0
Malvern, Great, St. Mary's (Bar- nard's Green) - - - N.S.	50 0 0	1843	13 9 2½	- - -
Malvern, North - - - N.S.	- - -	- - -	1 3 4	- - -
Malvern Morris - - - Ch. of E. 10	- - -	- - -	- - -	283 17 8
Malvern, The Link - - - B.S. 6	- - -	- - -	2 13 4	176 19 6
Malvern, The Link - - - N.S. 10	75 0 0	1845	1 14 11	7 10 0
Malvern Wells, St. Peter's - N.S.	*50 0 0	1839	- - -	- - -
Martley - - - N.S. 11	144 0 0	1817	2 15 1	177 7 0
Moreton, Abbot's - - - N.S.	20 0 0	1845	1 10 0	- - -
Moseley - - - N.S. 10	- - -	- - -	5 12 3	505 15 4
Netherton - - - Ch. of E. 2	- - -	- - -	2 6 8½	112 10 0
Newbold-on-Stour - - - N.S. 7	93 0 0	1849	3 2 4½	316 4 0
Northfield - - - N.S.	*100 0 0	1838	- - -	- - -
Offenham - - - N.S. 11	- - -	- - -	1 2 9½	107 12 0
Oldbury - - - Wes. 5	- - -	- - -	18 15 10½	1,053 15 5
Oldbury - - - N.S. 2	*75 0 0	1834	20 6 5	1,105 6 10
" " - - - "	44 13 4	1855	- - -	- - -
Oldbury (Chance's) - - - N.S. 2	340 0 0	1852	9 12 0½	717 14 6
" " - - - "	- - -	- - -	a10 0 0	- - -
Oldbury, Tat Bank - - - N.S. 2	311 0 0	1858	2 15 5½	58 10 0
Oldbury, Road End Branch Sch. 2	- - -	- - -	- - -	5 10 0
Overbury - - - Ch. of E. 10	- - -	- - -	- - -	43 15 0
Oxford, Worcester, and Wolver- hampton Railway - - - B.S. 6	- - -	- - -	2 8 4½	59 3 4
Pershore - - - B.S. 6	- - -	- - -	3 7 8½	433 11 4
Pershore - - - N.S. 12	32 0 0	1848	14 18 2	1,704 13 6
" " - - - "	180 0 0	1854	- - -	- - -
Powick - - - N.S. 11	*60 0 0	1840	3 9 2½	375 4 10
" " - - - "	13 0 0	1847	- - -	- - -
" " - - - "	13 0 0	1853	- - -	- - -
Powick, Bastonford Branch - N.S. 11	- - -	- - -	- - -	76 11 8
Redditch - - - N.S. 12	600 0 0	1846	34 6 6½	1,571 10 7
" " - - - "	87 0 0	1851	- - -	- - -
" " - - - "	24 0 0	1857	- - -	- - -
Redditch - - - Wes. 6	713 0 0	1860	6 5 0	80 17 11
Redmarley - - - N.S. 10	64 0 0	1847	- - -	36 15 0
Ripple - - - N.S.	120 0 0	1846	- - -	- - -
Rock - - - Ch. of E. 11	- - -	- - -	0 15 10½	34 7 8

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	Amount.	Date of Payment.		
WORCESTERSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Romsley - - - - N.S.	63 0 0	1851	1 6 8½	
Salwarpe - - - - N.S.	- - - -	- - - -	0 16 8	
Sedgeberrow - - - N.S.	40 0 0	1845	0 19 11½	
Selly Oak - - - - N.S. 4	- - - -	- - - -	3 10 9½	11 1 6
Shelsley, Woodbury Hill Reform- atory School - - - - 10	- - - -	- - - -	- - - -	149 15 9
Shipston-on-Stour - - N.S. 4	66 10 0	1842	2 18 5	204 19 6
" - - - - N.S. 10	18 5 0	1858	- - - -	- - - -
Sparkbrook " - - - N.S. 10	764 0 0	1857	20 17 3½	55 7 0
Stoke Prior - - - - N.S. 12	*100 0 0	1840	16 5 5	52 3 0
" - - - - N.S. 12	14 0 0	1859	- - - -	- - - -
Stourbridge (New Road) - Wes. 5	- - - -	- - - -	4 13 4½	224 10 10
Stourbridge, St. Thomas' - N.S. 4	475 0 0	1845	9 14 6½	157 0 0
" - - - - N.S. 4	17 18 3	1859	- - - -	- - - -
Stourbridge (Wollaston Road) - E.S. 11	- - - -	- - - -	4 10 11¾	10 0 0
Stourport, or Lower Mitton - N.S. 11	248 0 0	1845	19 18 8½	1,300 15 0
" - - - - N.S. 11	11 6 8	1852	- - - -	- - - -
Swinford (Old) " - - N.S.	1,004 0 0	1860	- - - -	40 3 8
Tardebigge - - - - N.S. 11	- - - -	- - - -	3 18 1	130 17 6
Tenbury - - - - N.S. 10	414 0 0	1856	2 4 2½	423 11 8
Upton-on-Severn - - - N.S. 11	50 0 0	1841	7 19 7½	129 18 8
" - - - - N.S. 11	49 0 0	1849	- - - -	- - - -
" - - - - N.S. 11	90 0 0	1852	- - - -	- - - -
" - - - - N.S. 11	483 0 0	1859	- - - -	- - - -
Whittington " - - - Ch. of E.	146 0 0	1860	1 9 2½	- - - -
Wichenford - - - - N.S.	67 0 0	1849	1 0 0	- - - -
Witley - - - - N.S. 11	- - - -	- - - -	- - - -	3 15 0
Wollaston - - - - N.S. 4	- - - -	- - - -	5 18 0½	289 1 8
Worcester - - - - Wes. 6	- - - -	- - - -	4 3 4½	133 0 4
Worcester, All Saints' - N.S. 11	250 0 0	1848	5 8 6½	34 14 4
Worcester, Church School- masters' Association - - -	- - - -	- - - -	3 8 10½	- - - -
Worcester, Sansomes Place - N.S. 12	14 0 0	1859	7 10 8	93 9 0
Worcester, St. Andrew's - N.S.	*200 0 0	1835	- - - -	- - - -
Worcester, St. Clement's - N.S. 12	276 0 0	1856	6 0 8½	255 1 2
Worcester, St. George's - R.C.	- - - -	- - - -	1 3 4	- - - -
Worcester, St. John's, in Bed- wardine - - - - N.S. 12	75 0 0	1843	16 12 5½	1,376 6 4
" - - - - N.S. 12	186 0 0	1847	- - - -	- - - -
" - - - - N.S. 12	1 12 0	1855	- - - -	- - - -
" - - - - N.S. 12	16 0 0	1860	- - - -	- - - -
Worcester, St. Martin's - N.S. 12	*250 0 0	1837	25 17 1½	1,288 16 8
" - - - - N.S. 12	21 0 0	1848	- - - -	- - - -
" - - - - N.S. 12	50 0 0	1853	- - - -	- - - -
Worcester, St. Nicholas - N.S. 12	- - - -	- - - -	3 3 5½	91 9 4
Worcester, St. Paul's, Boys and Girls - - - - N.S.	100 0 0	1848	21 1 2½	- - - -
" - - - - N.S.	118 0 0	1849	- - - -	- - - -
" - - - - N.S.	5 3 4	1850	- - - -	- - - -
" - - - - N.S.	5 16 0	1858	- - - -	- - - -
" - - - - N.S.	243 0 0	1860	- - - -	- - - -
Worcester, St. Paul's, Infants - N.S. 11	- - - -	- - - -	- - - -	481 14 8
Worcester, St. Peter's (Diglis St.) N.S. 12	300 0 0	1845	32 11 11	1,609 1 4
" - - - - N.S.	25 0 0	1847	- - - -	- - - -
" - - - - N.S.	59 11 4	1856	- - - -	- - - -
" - - - - N.S.	239 0 0	1853	- - - -	- - - -
" - - - - N.S.	7 5 0	1858	- - - -	- - - -
" - - - - N.S.	9 10 0	1859	- - - -	- - - -
Wribbenhall - - - - N.S. 11	12 16 8	1857	3 2 5½	260 5 0
YORKSHIRE.				
Aberford - - - - N.S. 4	- - - -	- - - -	- - - -	44 9 4
Acklam - - - - N.S.	- - - -	- - - -	2 6 8½	- - - -
Ackworth, Girls - - - N.S. 7	- - - -	- - - -	2 9 11½	498 7 8
Ackworth (Lowther's Hospital), Boys - - - - N.S.	- - - -	- - - -	2 10 0½	- - - -



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	Amount.	Date of Payment.		
YORKSHIRE—cont.				
Ackworth, Low (Mrs. Howard's) Sch.	5	- - -	- - -	108 16 8
Acomb	N.S. 5	- - -	2 2 6	44 19 0
Addingham	N.S. 3	200 0 0	1845	14 18 11
		15 14 6	1855	
Adwick-le-Street	N.S. 7	*60 0 0	1835	- - -
Ainderby Steeple	N.S. 3	267 12 0	1858	2 14 2½
Aldbrough	Ch. of E. 6	- - -	- - -	98 14 0
Aldbrough and Boroughbridge	N.S. 6	- - -	- - -	40 16 0
Aldfield	N.S. 10	682 10 0	1855	7 16 4½
Allerston	B.S. -	- - -	- - -	750 8 6
Allerston	N.S. -	8 1 6	1846	10 15 0
Allerton	N.S. -	*20 0 0	1838	- - -
Allerton	B.S. 4	200 0 0	1846	0 3 1
Allerton	N.S. -	*73 0 0	1838	3 17 3½
Allerton Mauleverer	R.C. 7	- - -	- - -	267 5 0
Almoudbury, Central	N.S. 12	- - -	- - -	- - -
		343 0 0	1846	3 9 5½
		36 6 0	1857	292 4 2
Almoudbury, Lower Houses	N.S. 10	100 0 0	1847	17 3 11½
Alverthorpe and Hanshaw	N.S. 8	150 0 0	1849	a20 0 0
		31 11 6	1856	4 14 0
				167 18 0
Ampleforth	N.S. 5	- - -	- - -	6 8 11½
Anston	Ch. of E. 7	- - -	- - -	511 5 4
Appleton Roebuck	N.S. 4	- - -	- - -	- - -
Ardley	N.S. 7	60 0 0	1841	16 0 0
		15 0 0	1845	7 10 0
		50 0 0	1848	161 14 0
		5 14 0	1854	635 3 0
		48 0 0	1855	- - -
Armitage Bridge	N.S. 12	- - -	- - -	7 16 10½
Askern	N.S. 8	- - -	- - -	953 13 6
Askham Bryan	N.S. -	179 0 0	1857	1 2 6
Aston	N.S. 7	- - -	- - -	2 1 3
Attercliffe, Boys	N.S. 8	110 0 0	1842	1 0 2½
		20 0 0	1845	30 1 8
		150 0 0	1847	22 18 7½
		42 0 0	1855	995 11 0
		20 0 0	1860	- - -
Attercliffe, Girls	N.S. 8	- - -	- - -	- - -
Atwick	N.S. -	- - -	- - -	906 17 4
Austerlands	N.S. 11	60 0 0	1841	1 0 0½
Aysgarth	N.S. 3	- - -	- - -	1 14 2½
Ayton, Great	B.S. 6	140 0 0	1846	1 5 5
Baildon	N.S. 10	150 0 0	1852	2 2 1
Bailiff Bridge	B.S. 9	- - -	- - -	3 18 6½
Balby and Hexthorpe	N.S. 8	- - -	- - -	145 8 8
Baldersby	N.S. 10	- - -	- - -	101 5 0
Bankfoot, St. Matthew's	N.S. 2	201 13 4	1854	2 13 4
Bardsey, Endowed	N.S. -	- - -	- - -	633 14 4
Barmby Moor	N.S. 5	108 0 0	1846	3 6 8
		169 0 0	1861	2 5 2½
Barmby-on-the-Marsh	N.S. -	*55 0 0	1834	2 16 8
Barnburgh	N.S. -	- - -	- - -	415 1 2
Barnoldswick	N.S. 2	*150 0 0	1837	3 1 1½
		17 0 0	1861	399 0 4
Barnoldswick	Wes. 5	- - -	- - -	- - -
Barnsley	N.S. 8	78 12 8	1857	2 6 8½
		61 15 6	1860	3 14 3
Barnsley	Wes. -	444 0 0	1857	270 6 0
Barnsley, Holyrood	R.C. 7	1,124 8 0	1860	6 13 4
Barnsley, St. George's	N.S. 8	- - -	- - -	161 0 4
Barnsley, St. John's	N.S. 3	260 0 0	1848	970 3 9
Barnley, St. Mary's	N.S. 7	118 0 0	1843	- - -
Barrow	Ch. of E. -	- - -	- - -	24 7 6½
Barton	N.S. -	310 0 0	1861	9 5 7
Barwick-in-Elmet	N.S. 4	- - -	- - -	4 4 2½
Batley	Wes. 9	616 17 6	1854	4 15 4½
				3 9 11
				3 2 6½
				5 8 7½
				17 9 2½
				a9 9 4
Batley	N.S. 10	676 0 0	1861	- - -
Batley, Carlinghow	N.S. 10	140 0 0	1848	- - -
Batley Carr	N.S. 9	406 0 0	1846	4 1 8
Battleyford	N.S. 11	- - -	- - -	22 8 0
				98 12 4
				550 5 8

a Scientific apparatus.

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	Amount.	Date of Payment.		
YORKSHIRE—cont.				
Battleyford, Ch. Ch. in Mirfield, Boys - - - - - N.S.	175 0 0	1841	7 16 1½	
Bedale - - - - - N.S. 3	157 0 0	1844		
Beeford - - - - - N.S. 6	188 0 0	1846	4 1 9½	688 14 10
Beeston - - - - - N.S. 10	42 10 0	1847	3 8 8½	14 13 4
Bentley in Arksey - - - - - N.S.	- - - - -	- - - - -	1 18 5	97 0 0
Beverley - - - - - Wes. 7	57 0 0	1843		
Beverley, Becksides - - - - - N.S.	191 0 0	1852	16 3 5½	1,135 7 0
Beverley-Minster - - - - - N.S. 6	86 0 0	1852		
Beverley-Minster - - - - - N.S. 6	300 0 0	1849	19 5 2	910 0 10
Beverley-Minster, Girls - - - - - N.S. 6	- - - - -	- - - - -	28 13 4	251 18 4
Beverley, North Bar Street - - - - - R.C. 8	- - - - -	- - - - -	- - - - -	13 1 8
Beverley, St. Mary and St. Nicholas - - - - - N.S. 5	219 0 0	1850	13 19 3½	1,057 13 4
Beverley, Wood Street - - - - - N.S.	100 0 0	1841		
Bierley - - - - - N.S. 1	- - - - -	- - - - -	8 14 6	414 14 0
Bierley, Sticker Lane - - - - - N.S. 1	- - - - -	- - - - -	2 8 11	8 0 0
Bilsdale, Lord Feversham's Sch. - - - - - N.S. 2	- - - - -	- - - - -	- - - - -	31 2 8
Bingley - - - - - Wes. 5	79 0 0	1861	8 18 11½	22 10 0
Birdsall, Lord Middleton's Sch. - - - - - N.S. 6	826 0 0	1861	16 5 0½	63 15 0
Birkenshaw - - - - - N.S.	- - - - -	- - - - -	- - - - -	136 4 0
" - - - - - "	*75 0 0	1840		
" - - - - - "	*45 0 0	1842		
" - - - - - "	100 0 0	1846		
" - - - - - "	192 0 0	1852		
Birstal - - - - - N.S. 1	36 7 6	1852		
Birstwith - - - - - Ch. of E. 3	339 0 0	1848	15 16 0	947 12 8
Bishopthorpe - - - - - N.S. 6	6 0 0	1852		
Bishop Wilton - - - - - Ch. of E. 6	- - - - -	- - - - -	2 14 2	271 2 8
Black Dike Mills, Evening School - - - - - N.S. 7	- - - - -	- - - - -	4 7 7½	266 13 4
Bolsterstone - - - - - N.S. 10	- - - - -	- - - - -	- - - - -	31 11 4
Bolton (Calverley) - - - - - N.S.	200 0 0	1852	2 11 1	
Bolton (near Bradford) - - - - - N.S. 4	309 6 0	1859	3 6 8	362 13 0
Bolton-on-Dearne - - - - - N.S. 10	54 0 0	1841	- - - - -	89 14 6
Boothbanks - - - - - N.S. 3	- - - - -	- - - - -	4 16 8½	4 9 0
Boston, Clifford, and Bramham - - - - - N.S. 4	168 17 8	1853	1 3 4½	6 17 0
Boston Spa - - - - - N.S. 1	- - - - -	- - - - -	6 16 8½	407 10 6
Bowling, St. John's - - - - - N.S.	355 0 0	1856	28 4 4	
Bracewell - - - - - N.S.	- - - - -	- - - - -	3 6 8	147 5 6
Bradford, Borough, West - - - - - B.S. 3	36 0 0	1845	4 12 1	493 17 0
" - - - - - "	16 19 0	1861	1 0 0	
" - - - - - "	240 0 0	1844		
" - - - - - "	160 0 0	1848	18 0 1	1,136 3 4
" - - - - - "	58 0 0	1856		
Bradford, Broomfields Industrial Sch. - - - - - N.S. 1	763 0 0	1859		
Bradford, Ch. Ch. - - - - - N.S. 2	454 10 0	1853	13 1 9	778 3 2
Bradford, Daisy Hill - - - - - N.S. 2	300 0 0	1844	1 10 1	113 3 0
Bradford, Low Moor, Boys & Girls - - - - - N.S. 2	- - - - -	- - - - -	6 3 0½	1,074 10 0
Bradford, Hill Top, Low Moor, Infants - - - - - N.S. 2	65 0 0	1844	- - - - -	6 15 0
" - - - - - "	30 0 0	1844		
" - - - - - "	89 0 0	1849		
" - - - - - "	44 10 0	1850		
" - - - - - "	27 0 0	1861		
Bradford, Manchester Road, Model Factory - - - - - N.S. 1	80 0 0	1850	24 15 1½	2,899 14 4
" - - - - - "	1,895 0 0	1856		
Bradford, Messrs. Walker's Factory - - - - - N.S. 1	- - - - -	- - - - -	32 10 2	2,301 19 4
Bradford, New Leeds - - - - - N.S. 1	357 0 0	1846	15 1 5½	559 2 10
Bradford, Richmond Terrace - - - - - Wes. 4	394 2 6	1853	15 4 2½	613 16 0
Bradford, Stott Hill - - - - - N.S. 1	- - - - -	- - - - -	28 4 9½	2,240 3 2
Bradford, St. Andrew's - - - - - N.S. 2	1,194 0 0	1859	8 16 1	461 8 0
Bradford, St. James' - - - - - N.S. 1	- - - - -	- - - - -	22 18 1½	1,487 13 0
Bradford, St. Jude's - - - - - N.S. 1	406 0 0	1846	18 4 6	853 2 4
" - - - - - "	44 10 0	1855		
" - - - - - "	24 0 0	1857		
a Scientific apparatus.				

a Scientific apparatus.

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YORKSHIRE— <i>cont.</i>					
Bradford, St. Marie's	R.C. 8	-	-	£ s. d.	£ s. d.
Bradford, St. Patrick's	R.C. 8	-	-	16 2 4½	747 17 8
Bradford, Tong Street	N.S. 1	622 0 0	1859	15 17 2½	266 15 5
Brafferton	N.S. 6	440 0 0	1860	4 12 11½	5 16 8
Bramham	Ch. S. 4	-	-	-	110 15 0
Bramley (Leeds)	N.S. 9	398 0 0	1850	7 5 3	8 19 2
Bramley (Leeds)	Wes. 4	-	-	7 13 1	706 0 4
Bramley, near Rotherham	N.S. 7	-	-	6 13 7	673 7 6
Bramley Whitecote	N.S. -	125 0 0	1848	-	46 13 4
Brampton Bierlow	N.S. 8	-	-	-	-
Brantingham-cum-Ellerker	N.S. 5	70 0 0	1846	16 3 0½	931 5 8
Brawby	N.S. -	66 0 0	1854	5 0 10	11 11 0
Bretton, Monk	N.S. 4	200 0 0	1846	0 18 4½	-
Bretton, West	N.S. 7	-	-	1 10 0	10 2 0
Bridlington	N.S. 6	94 6 8	1856	-	90 9 0
Bridlington, Infants	N.S. 5	83 18 4	1860	10 12 5½	796 2 8
Bridlington Quay	B.S. -	400 0 0	1858	-	-
Bridlington Quay, Ch. Ch.	N.S. 6	*100 0 0	1837	-	234 17 10
Bridlington Quay, Infants' School	N.S. 6	330 0 0	1850	1 19 11½	226 5 4
Bridlington Quay	Wes. 7	-	-	-	2 10 0
Brighouse	N.S. 7	17 11 0	1853	10 14 9	890 12 8
"	"	*150 0 0	1836	15 16 0	-
"	"	18 0 0	1845	13 10 0½	587 9 4
Brockholes	N.S. 10	23 7 6	1858	-	-
Brompton	B.S. 5	*64 0 0	1839	1 13 6	3 2 0
"	"	150 0 0	1841	2 14 10½	227 11 4
Brompton-on-Swale	N.S. 3	40 0 0	1859	-	-
Broughton	R.C. 8	-	-	1 0 11	70 10 8
Buckden	Ch. of E. 3	-	-	2 8 11½	441 1 4
Burley in Wharfedale (near Otley)	N.S. 10	-	-	1 3 4½	32 7 0
Burley (near Leeds)	N.S. 9	20 0 0	1845	8 10 1½	636 11 8
"	"	10 4 10	1859	-	-
Burley Township (b)	B.S. -	238 0 0	1847	15 11 3½	904 15 0
Burmantofts' St. Stephen's	N.S. 10	115 0 0	1853	-	-
Burneston, Endowed	N.S. -	559 0 0	1861	3 10 0½	189 15 0
Burnlee, Infants	N.S. 10	70 0 0	1853	3 5 8½	83 12 0
Burton Agnes, Boys	N.S. -	100 0 0	1852	1 13 4½	-
Burton Agnes, Girls	N.S. 6	*48 0 0	1835	-	14 0 0
Burton, Bishop	Ch. of E. 6	-	-	-	-
Burton Constable	N.S. 3	291 0 0	1860	-	105 6 0
Burton Constable	R.C. -	-	-	1 13 4½	44 15 2
Burythorpe	N.S. 5	-	-	1 1 4½	12 12 0
Buslingthorpe	N.S. 9	95 0 0	1848	1 1 4½	334 6 8
"	"	37 0 0	1852	23 19 2½	1,176 3 8
"	"	786 0 0	1860	-	-
Buttershaw	N.S. 2	-	-	-	-
Calder Farm Industrial Re- formatory	- 11	-	-	-	13 11 0
Caldwell Church School	- 3	-	-	1 0 0	593 16 0
Calverley	N.S. 10	-	-	1 13 3½	28 9 3
Calverley, Infants	N.S. 10	270 0 0	1856	9 17 6	667 2 0
Calverley	Wes. 2	-	-	-	149 18 4
Cantley	N.S. 6	88 0 0	1848	5 15 8	181 19 0
Carcroft (in Owston)	N.S. 6	53 0 0	1843	2 7 6	105 0 0
Carleton-in-Skipton	Ch. of E. 2	-	-	-	52 10 0
Carlton	R.C. -	-	-	-	124 0 4
Carlton in Coverham	N.S. -	*55 0 0	1836	2 1 8	32 10 0
Carlton in Snaith	Ch. of E. 5	-	-	-	-
Carlton Miniott	N.S. -	73 10 0	1850	1 17 8	158 19 0
Castleford	N.S. 3	*39 0 0	1839	1 6 8½	-
Castleford	Wes. 3	396 0 0	1860	8 18 5½	47 5 0
Castle Howard Reformatory	- 11	-	-	5 0 0	110 9 0
Catwick	N.S. 6	45 0 0	1847	-	471 15 6
Cave, North, Boys	N.S. 6	-	-	-	40 16 8
Cave, North, Girls	N.S. 6	-	-	5 19 0	264 12 10
Cave, North	Wes. 12	-	-	2 0 10	324 2 0
					13 15 0

a Scientific apparatus.

b School has ceased to exist.



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YORKSHIRE—cont.				
Cave Cross South, Boys School - - 5	£ s. d.		£ s. d.	£ s. d.
Cawood School - - - - -	- - -	- - -	- - -	4 4 0
Choppards in Holmfirth - - N.S.	*80 0 0	1840	1 9 10½	31 18 4
Church Catton - - - - -	- Par. 5	- - -	- - -	5 0 0
Clapham - - - - -	Ch. of E.	- - -	2 10 0½	- - -
Clayton - - - - -	N.S. 2	627 0 0	10 18 0½	580 4 0
Cleckheaton - - - - -	B.S.	*175 0 0	- - -	- - -
Cleckheaton - - - - -	N.S. 1	*200 0 0	20 1 1	898 18 4
" - - - - -	"	220 0 0	- - -	- - -
" - - - - -	"	4 10 0	- - -	- - -
" - - - - -	"	20 0 0	- - -	- - -
" - - - - -	"	19 8 0	- - -	- - -
" - - - - -	"	6 14 0	- - -	- - -
" - - - - -	"	97 0 0	- - -	- - -
Clifford - - - - -	N.S.	- - -	3 19 2½	64 2 6
Clifford, St. Edward's - - R.C.	2	- - -	2 16 9½	122 17 10
Clifton - - - - -	N.S.	33 0 0	1841	- - -
Coatham - - - - -	Ch. of E. 3	- - -	- - -	174 11 4
Coley - - - - -	N.S. 12	225 0 0	1845	937 19 0
Coley, North Owrham - - -	Ch. of E. 11	- - -	12 17 5½	204 11 6
Conisborough, Infants - - N.S.	- - -	- - -	10 0 0	2 0 0
Coniston, Cold - - - - -	Ch. of E. 3	- - -	- - -	39 6 0
Cononley in Kildwick - - N.S.	1	110 0 0	5 14 11½	518 6 2
Cottingham - - - - -	N.S. 6	*100 0 0	6 18 0	664 4 4
Cowliffe and Netheroyd - - N.S.	11	297 0 0	1 18 5	223 11 8
Cowling, Cross Hills - - N.S.	- - -	192 0 0	1 9 6	113 15 0
Cowton, East - - - - -	N.S.	50 0 0	1 1 4	- - -
Crakehill District - - - N.S.	- - -	- - -	2 13 3	- - -
Crayke - - - - -	N.S. 4	- - -	- - -	235 12 8
Croft - - - - -	N.S. 3	100 0 0	12 13 9½	617 19 8
" - - - - -	"	65 2 6	- - -	- - -
" - - - - -	"	19 0 0	- - -	- - -
Crossland, South - - - N.S.	- - -	*115 0 0	6 1 1½	- - -
Cross Pool - - - - -	N.S.	- - -	3 13 5½	28 16 8
Cross Stone - - - - -	N.S. 12	250 0 0	5 7 5	293 1 4
" - - - - -	"	36 10 0	- - -	- - -
Cullingworth - - - - -	N.S. 6	152 0 0	- - -	691 12 4
Cullingworth - - - - -	Wes.	722 0 0	15 2 5½	- - -
Dallowgill - - - - -	N.S. 10	- - -	1 10 0	107 10 11
Dalton-in-Kirby-Ravensworth - N.S.	- - -	*37 0 0	1 1 2	- - -
" - - - - -	"	45 0 0	1846	- - -
Dalton-in-Topcliffe - - N.S.	10	- - -	1 11 6½	7 10 0
Danby - - - - -	N.S. 5	- - -	1 10 0	176 5 0
Darfield - - - - -	N.S. 7	103 0 0	14 17 4½	414 10 0
" - - - - -	"	12 3 4	- - -	- - -
" - - - - -	"	1 16 7	1858	- - -
Darley - - - - -	B.S. 4	- - -	- - -	29 6 0
Darnall - - - - -	N.S.	*144 0 0	9 15 6	- - -
Darrington - - - - -	N.S. 7	234 0 0	1 13 4	59 7 0
Deepcar - - - - -	N.S. 7	226 0 0	3 2 6	44 10 0
Denholme Gate - - - - -	N.S. 2	208 0 0	8 10 8	609 1 8
" - - - - -	"	12 10 0	- - -	- - -
Dent - - - - -	N.S. 3	180 0 0	1 17 3½	155 9 4
" - - - - -	"	30 13 4	- - -	- - -
Dewsbury (Middle Parish) - N.S.	8	430 0 0	19 18 9½	1,369 16 10
" - - - - -	"	20 0 0	- - -	- - -
" - - - - -	"	469 0 0	- - -	- - -
Dewsbury Moor, Sunday School - -	- - -	*110 0 0	- - -	- - -
Dewsbury, West Town - - N.S.	7	670 18 6	2 10 0½	209 2 0
Dodworth, Town, Boys - - N.S.	7	- - -	7 6 1½	491 19 0
Dodworth, Girls and Infants - N.S.	7	250 0 0	5 11 3¼	467 8 8
" - - - - -	"	3 9 4	- - -	- - -
Doncaster - - - - -	B.S. 4	*300 0 0	25 6 2½	2,263 11 0
" - - - - -	"	175 6 0	- - -	- - -
" - - - - -	"	19 10 0	- - -	- - -
Doncaster - - - - -	N.S. 8	170 0 0	12 7 11	2,466 15 10
" - - - - -	"	10 0 0	- - -	- - -
" - - - - -	"	10 0 0	- - -	- - -
" - - - - -	"	90 0 0	- - -	- - -

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.			Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
			Amount.	Date of Payment.		
YORKSHIRE— <i>cont.</i>						
Doncaster, Ch. Ch.	-	N.S. 7	£ 424 10 0	1852	£ 20 7 9½	£ 1,684 5 8
Doncaster (Great Northern Railway Company's)	-	N.S. 6	76 0 0	1856	-	-
Doncaster	-	R.C.	-	-	19 0 1	1,008 19 6
Draughton	-	N.S.	-	-	3 11 11	36 3 0
Driffield, Great	-	N.S. 6	100 0 0	1851	-	-
Dringhouses, St. Edward's	-	N.S. 6	516 0 0	1855	11 11 7½	652 15 0
Drypool	-	Ch. of E. 6	-	-	6 0 1½	428 3 8
Duggleby	-	N.S. 5	24 8 4	1859	9 6 1	352 6 0
Dunsforth	-	N.S.	-	-	-	68 17 0
Easington, near Redcar	-	N.S.	209 0 0	1861	-	-
Easington, near Hull	-	N.S.	*23 0 0	1834	-	-
Easingwold	-	N.S. 6	281 2 0	1860	2 9 5½	40 10 8
Easingwold	-	N.S. 4	-	-	-	18 10 0
Eastbrook	-	Wes. 1	-	-	4 3 4	6 9 6
Eastoft	-	Wes. 4	-	-	9 11 9½	193 14 0
Eastrington	-	N.S.	82 10 0	1849	5 1 0	52 10 0
Eastrington	-	N.S. 5	5 1 0	1849	-	-
Eastwood, St. Mary's	-	N.S.	89 0 0	1845	1 10 2½	1 15 0
Eccup	-	N.S.	9 10 0	1860	-	-
Ecclesall	-	N.S. 2	432 0 0	1853	5 19 2½	186 14 8
Ecclesall	-	N.S.	76 0 0	1847	-	-
Ecclesall, Greystones	-	N.S. 7	*100 0 0	1834	4 18 3½	587 16 6
Ecclesall, Parsonage, Girls'	-	N.S.	254 0 0	1861	-	-
Ecclesfield, Feoffices School	-	Ch. of E.	-	-	2 5 3½	246 3 4
Ecclesfield, High Green	-	B.S. 10	-	-	3 0 5½	183 16 8
"	-	"	101 0 0	1845	18 18 0½	24 10 4
"	-	"	100 0 0	1848	-	964 0 10
"	-	"	17 0 0	1856	-	-
"	-	"	130 0 0	1860	-	-
Ecclesfield Rawson's Infants S.	-	6	-	-	-	9 5 0
Ecclesfield, Shire Green, Pismire Hill	-	N.S. 7	205 8 0	1857	2 18 5	52 11 0
Eccleshill	-	N.S. 2	150 0 0	1844	7 10 0½	68 9 6
Elland	-	N.S. 12	46 4 5	1859	-	-
"	-	"	500 0 0	1847	20 5 2½	1,784 8 4
"	-	"	10 0 0	1851	-	-
"	-	"	13 6 8	1853	-	-
Elland Edge	-	N.S.	20 13 0	1859	-	-
Elmsall, South	-	N.S.	-	-	1 0 0	-
Elsecar	-	Wes. 1	323 10 0	1856	7 0 10	111 3 0
Embsay-cum-Eastby, St. Mary's	-	N.S. 8	222 0 0	1852	18 3 5½	1,576 8 6
Embsay-cum-Eastby, St. Mary's	-	N.S. 1	126 0 0	1849	7 14 6	671 17 1
Escrick	-	N.S.	57 0 0	1850	-	-
Etton	-	N.S. 5	-	-	-	880 17 4
Etton, Infants	-	N.S. 6	292 0 0	1856	2 0 10½	236 19 0
Farnedale	-	N.S.	91 0 0	1857	-	-
Farnley	-	Ch. of E. 7	-	-	-	11 5 3
Farnley Iron Works	-	N.S. 10	336 0 0	1848	4 13 4½	230 19 0
Farnley Tyas	-	N.S. 10	-	-	22 14 6½	614 10 4
Farsley, St. John's	-	N.S. 11	-	-	2 16 11	20 2 0
Farsley, St. John's	-	N.S. 10	236 0 0	1848	7 1 0	675 18 4
Farsley, United Methodist Church School	-	Free	266 17 0	1857	-	-
Fenton (Church)	-	N.S.	-	-	5 13 0	149 2 0
Filey	-	N.S. 3	*40 0 0	1840	-	-
Filey	-	N.S. 6	-	-	1 8 4	102 13 0
Flamborough	-	Wes. 7	663 0 0	1858	10 3 2	508 11 0
Flockton, Grammar School (late Denby Grange)	-	N.S. 6	100 0 0	1846	3 0 0½	63 11 0
Flockton (Manor House) (a)	-	7	300 0 0	1860	7 9 5½	1,032 11 0
Foston	-	B.S.	-	-	3 2 8½	207 4 2
Friday Thorpe	-	N.S. 4	25 0 0	1844	2 12 0½	114 10 0
Frodingham, North	-	N.S.	26 0 0	1841	-	-
"	-	N.S. 6	85 0 0	1845	2 3 1½	92 13 10
Fulford	-	N.S.	18 10 0	1859	-	-
Fulwood	-	N.S.	35 0 0	1845	-	-
Fylingdales	-	N.S.	45 0 0	1841	1 8 8	-
Fylingdales	-	N.S. 7	-	-	1 13 4	69 11 0

α School no longer exists.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
YORKSHIRE—cont.				
Garforth - - - - - N.S. 10	- - -	- - -	£ s. d.	£ s. d.
Garforth - - - - - Wes. 3	- - -	- - -	4 15 10 $\frac{3}{4}$	191 18 6
Gargrave - - - - - N.S. 2	248 7 8	1848	5 12 7	440 1 10
	12 12 0	1856	11 3 5 $\frac{1}{2}$	1,051 15 6
Gargrave, St. Mary's - - - R.C. 4	- - -	- - -	0 18 8 $\frac{1}{2}$	2 15 0
Garsdale - - - - - N.S. -	54 0 0	1841	- - -	- - -
Garthorpe - - - - - N.S. -	- - -	- - -	- - -	73 6 8
Garton-on-the-Wolds - - - Ch. of E. 6	- - -	- - -	- - -	18 15 0
Gawber Town - - - - - Ch. of E. 7	390 0 0	1858	2 10 0 $\frac{1}{2}$	135 6 0
Gawthorpe - - - - - N.S. -	123 10 0	1841	- - -	- - -
	48 6 8	1857	- - -	- - -
Giggleswick - - - - - N.S. 2	125 0 0	1861	6 8 0 $\frac{1}{2}$	359 8 0
Gildersome - - - - - N.S. -	*73 0 0	1840	- - -	- - -
" - - - - - " -	16 10 0	1840	- - -	- - -
" - - - - - " -	10 0 0	1846	- - -	- - -
" - - - - - " -	6 10 0	1847	- - -	- - -
Gilling - - - - - N.S. 4	208 0 0	1848	1 11 0 $\frac{1}{2}$	1,068 11 6
Golcar - - - - - N.S. -	- - -	- - -	4 0 10	15 3 0
Goldsborough - - - - - N.S. 4	- - -	- - -	1 13 4	191 9 4
Gomersall, Little - - - - - N.S. 1	170 0 0	1844	7 8 4	599 0 8
Goole - - - - - Wes. 12	- - -	- - -	15 11 11 $\frac{1}{2}$	1,295 5 0
Goole, St. John's - - - - - N.S. 5	288 0 0	1847	8 2 9 $\frac{1}{2}$	1,010 4 4
	83 5 0	1857	- - -	- - -
Grassington - - - - - N.S. 1	110 0 0	1846	4 3 3 $\frac{1}{2}$	546 1 6
" - - - - - " -	50 0 0	1852	- - -	- - -
" - - - - - " -	23 11 6	1861	- - -	- - -
Greenholme Mills - - - - - B.S. 4	- - -	- - -	5 14 2	238 9 0
Greetland - - - - - Wes. 9	- - -	- - -	13 13 8	1,426 1 8
Greenhow and Bridge House Gate - - - - - N.S. -	- - -	- - -	2 5 1	- - -
Grewelthorpe - - - - - N.S. -	*36 0 0	1837	2 3 10 $\frac{3}{4}$	- - -
Grimstone - - - - - Ch. of E. 6	215 0 0	1860	1 14 6 $\frac{1}{2}$	13 15 0
Grimstone (Lady Londresborough's) - - - - - N.S. -	- - -	- - -	- - -	15 11 8
Grindleton - - - - - N.S. 3	*30 0 0	1838	1 5 0	35 14 0
Grosmont - - - - - N.S. 7	54 0 0	1846	1 6 8 $\frac{1}{2}$	42 11 6
" - - - - - " -	34 0 0	1857	- - -	- - -
" - - - - - " -	96 10 0	1860	- - -	- - -
Guisborough (Providence) - - - Ch. of E. 4	261 0 0	1857	4 10 0 $\frac{1}{2}$	296 3 2
Guisley - - - - - N.S. 1	*160 0 0	1841	16 14 0 $\frac{1}{2}$	790 13 0
Gunnerside - - - - - Wes. 6	- - -	- - -	6 10 6	238 8 8
Hainsworth - - - - - B.S. -	*40 0 0	1836	- - -	- - -
Halifax, Great Albion Street - - - B.S. -	350 0 0	1845	21 16 0	- - -
Halifax (Copley Factory) - - - Ch. of E. 11	- - -	- - -	28 0 4 $\frac{3}{4}$	1,922 13 4
	- - -	- - -	a10 0 0	- - -
Halifax, Haley Hill Shed - - - N.S. 11	- - -	- - -	63 0 9 $\frac{1}{2}$	2,744 0 0
	- - -	- - -	a18 0 8	- - -
Halifax, Holy Trinity - - - N.S. 11	- - -	- - -	12 7 1 $\frac{1}{2}$	1,014 9 6
Halifax, Orange Street - - - Wes. -	816 0 0	1857	8 5 0 $\frac{1}{2}$	437 9 0
Halifax (Queen's Head) - - - N.S. 12	400 0 0	1848	29 16 6 $\frac{1}{2}$	2,135 1 2
" - - - - - " -	- - -	- - -	a11 11 4	- - -
Halifax, St. James', Cross Hills - - - - - N.S. 10	432 0 0	1845	20 6 9	2,182 18 4
Halifax, St. James', Victoria Street - - - - - N.S. 10	*300 0 0	1840	17 1 2	2,036 14 0
Halifax, St. John's - - - - - N.S. -	- - -	- - -	4 2 0 $\frac{1}{2}$	- - -
Halifax, South-east Parish - - - N.S. 12	513 0 0	1845	26 17 7 $\frac{1}{2}$	2,385 18 4
Hallam, Upper - - - - - B.S. 9	*30 0 0	1834	- - -	79 10 0
Hampsthwaite - - - - - N.S. -	307 0 0	1861	- - -	- - -
Handsworth Woodhouse - - - - - N.S. 10	- - -	- - -	- - -	11 5 0
Hanging Heaton - - - - - N.S. 10	130 0 0	1845	4 3 5 $\frac{1}{2}$	7 0 0
" - - - - - " -	74 0 0	1851	- - -	- - -
Harewood - - - - - N.S. 10	- - -	- - -	- - -	563 18 0
Harrogate, High - - - - - N.S. 3	*100 0 0	1837	4 5 3	362 18 10
	100 0 0	1841	- - -	- - -
Harrogate, Low, Saint Mary's - - - N.S. 4	*50 0 0	1837	4 2 7	252 17 2
Harthill, Endowed - - - - - Ch. of E. 9	- - -	- - -	2 10 0 $\frac{1}{2}$	85 2 8
Hawes - - - - - N.S. 4	135 0 0	1847	4 13 7 $\frac{1}{2}$	128 17 0
" - - - - - " -	16 0 0	1847	- - -	- - -
Haworth - - - - - B.S. -	*125 0 0	1837	- - -	- - -

a Scientific apparatus.



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	Amount.	Date of Payment.		
YORKSHIRE—cont.				
Haworth - - - - - N.S. 1	£ 27 0 0	1851	£ 8 19 10½	£ 1,530 4 6
" - - - - - " - -	95 0 0	1856		
" - - - - - " - -	12 13 4	1856		
Haworth - - - - - Wes. 5	250 0 0	1861	21 16 0	1,201 15 6
Haslewood - - - - - R.C. 7	- - - - -	- - - - -	26 13 4	
Headingley Glebe, Girls - - - - - N.S. 9	45 0 0	1848	1 11 7	245 8 4
Headingley Town, Boys - - - - - N.S. 10	187 0 0	1848	2 14 10½	171 18 4
" - - - - - " - -	46 0 0	1855	9 9 3½	674 1 2
Heath - - - - - Par. 8	- - - - -	- - - - -	- - - - -	- - - - -
Heaton, Earl's - - - - - N.S. 2	290 0 0	1847	4 16 9	200 11 0
Hedon - - - - - N.S. 6	*90 0 0	1837	7 17 8	698 14 0
Heeley - - - - - N.S. 8	- - - - -	- - - - -	- - - - -	166 5 4
Helme - - - - - Ch.S. -	- - - - -	- - - - -	1 11 6½	321 10 4
Helmsley, Lord Faversham's - - - - - N.S. 6	- - - - -	- - - - -	3 11 8½	- - - - -
Helmsley - - - - - N.S. -	- - - - -	- - - - -	- - - - -	49 4 0
Helmsley - - - - - Wes. 5	- - - - -	- - - - -	1 13 11½	- - - - -
Heslington - - - - - N.S. 4	- - - - -	- - - - -	3 11 8½	161 6 4
Hessay - - - - - N.S. -	45 0 0	1852	- - - - -	109 11 0
Hessle - - - - - N.S. 6	283 0 0	1856	0 9 4	- - - - -
Hinderwell - - - - - N.S. 7	- - - - -	- - - - -	7 6 10½	248 11 8
Holbeck - - - - - Wes. 3	892 0 0	1860	- - - - -	26 13 0
Holme Bridge - - - - - N.S. 10	180 0 0	1842	10 0 0	124 16 4
" - - - - - " - -	30 0 0	1845	9 12 11	300 0 0
" - - - - - " - -	174 13 4	1861	- - - - -	- - - - -
Holme (Lane End) - - - - - B.S. -	*60 0 0	1837	- - - - -	- - - - -
Holme, on Spalding Moor - - - - - N.S. 5	- - - - -	- - - - -	3 8 2	60 2 0
Holme - - - - - R.C. -	- - - - -	- - - - -	1 6 8½	- - - - -
Holme - - - - - Wes. 4	- - - - -	- - - - -	6 1 11	171 17 0
Holmfirth - - - - - N.S. 10	- - - - -	- - - - -	- - - - -	20 1 0
Holmfirth - - - - - Wes. 4	- - - - -	- - - - -	10 7 3½	835 3 6
Honley - - - - - N.S. 10	500 0 0	1846	2 13 6	70 6 6
" - - - - - " - -	13 0 0	1860	- - - - -	- - - - -
Horbury - - - - - N.S. 8	- - - - -	- - - - -	12 14 1½	1,432 16 6
Hornsea - - - - - N.S. 7	200 0 0	1845	4 6 8½	324 6 4
Horseforth Town - - - - - N.S. 10	- - - - -	- - - - -	15 11 10½	621 19 0
Horseforth Town, Inf. Sch. - - - - - 10	- - - - -	- - - - -	- - - - -	7 15 0
Horton Great - - - - - N.S. 2	1,294 0 0	1861	18 18 4½	- - - - -
Horton, Great, High Street - - - - - Wes. 4	1,250 0 0	1860	20 4 9½	714 17 0
Howden - - - - - Wes. 12	238 0 0	1850	12 15 2½	1,016 8 0
" - - - - - " - -	12 12 0	1858	- - - - -	- - - - -
Hoyland, High - - - - - N.S. 8	- - - - -	- - - - -	10 5 8½	956 17 4
Hoylandswaine - - - - - N.S. 8	135 0 0	1850	4 17 8½	457 0 4
Hoyle Mill, Infants - - - - - N.S. 7	193 0 0	1854	3 15 3½	15 3 0
Huddersfield - - - - - B.S. -	*250 0 0	1839	- - - - -	- - - - -
Huddersfield, Holy Trinity - - - - - N.S. 11	82 10 0	1844	12 10 8½	2,029 13 6
Huddersfield, Longroyd Bridge - - - - - N.S. 12	- - - - -	- - - - -	35 7 1½	1,890 2 0
Huddersfield, Northgate, Infants - - - - - N.S. -	*170 0 0	1840	- - - - -	- - - - -
Huddersfield, St. Paul's - - - - - N.S. 11	600 0 0	1848	33 3 2½	2,103 19 6
Huddersfield, St. Peter's (Seed Hill) - - - - - N.S. 11	206 0 0	1846	24 19 6	2,662 6 5
Hull - - - - - P.U. 5	- - - - -	- - - - -	- - - - -	58 6 8
Hull, Edward Street (Dock Green Head) - - - - - B.S. -	*305 0 0	1834	- - - - -	- - - - -
Hull (Holderness Ward) - - - - - B.S. 12	*200 0 0	1840	40 4 2	2,248 6 8
Hull, Holy Trinity (Vicar Lane) - - - - - N.S. 5	940 0 0	1858	24 6 7½	968 6 8
Hull, Nautical School - - - - - 5	- - - - -	- - - - -	210 0 0	250 16 8
Hull, Ragged Industrial School - - - - - 5	1,277 0 0	1857	4 19 11½	193 17 9
Hull (Salthouse Lane) - - - - - N.S. 5	450 0 0	1852	31 4 8½	1,972 8 9
" - - - - - " - -	20 0 0	1853	- - - - -	- - - - -
Hull, Savings Bank - - - - - B.S. -	- - - - -	- - - - -	- - - - -	171 15 0
Hull (South Myton) - - - - - Wes. 1	420 0 0	1851	30 16 8½	1,010 16 4
" - - - - - " - -	28 4 0	1858	- - - - -	- - - - -
" - - - - - " - -	16 0 0	1858	- - - - -	- - - - -
" - - - - - " - -	295 0 0	1860	- - - - -	- - - - -
Hull, Canning Street - - - - - R.C. 6	- - - - -	- - - - -	220 14 9½	1,217 7 10

a Scientific apparatus.

b No longer exists. Boys and infants transferred to Hull, St. Charles', Pryme Street, R.C., and girls to Hull, St. Joseph's, Anlaby Road, R.C.

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			Amount.	Date of Payment.					
YORKSHIRE—cont.			£	s.	d.	£	s.	d.	
Hull, St. Charles', Pryme Street	R.C.	8	1,085	0	0	1861	-	-	282 7 6
Hull, St. James' - - - - -	N.S.	6	690	0	0	1845	35	7 9½	2,408 3 4
- - - - -	-	-	218	10	0	1849	-	-	-
Hull, St. John's (Savings Bank)	N.S.	5	359	0	0	1854	35	2 2	1,584 18 4
- - - - -	-	-	170	0	0	1855	-	-	-
Hull, St. Joseph's, Anlaby Road	R.C.	8	-	-	-	-	-	-	295 12 0
Hull, St. Mark's - - - - -	N.S.	6	153	0	0	1840	14	9 11½	1,594 7 2
- - - - -	-	-	30	0	0	1843	-	-	-
- - - - -	-	-	914	0	0	1858	-	-	-
Hull, St. Mary's, Infants - - -	N.S.	-	*187	0	0	1838	-	-	-
Hull, St. Mary's, Wilton Street	R.C.	8	925	4	0	1857	10	5 8½	378 3 0
Hull, St. Stephen's (Collier Street), Boys - - - - -	N.S.	6	221	0	0	1842	34	4 6½	1,153 9 2
- - - - -	-	-	22	10	0	1848	-	-	-
- - - - -	-	-	153	0	0	1858	-	-	-
Hull, St. Stephen's, Spring Street, Girls - - - - -	N.S.	6	541	0	0	1856	8	6 8	1,141 6 10
Hull, St. Stephen's, Infants - -	N.S.	6	-	-	-	-	-	-	557 17 2
Hull, Trippett, Industrial Ch. of E.	Ch. of E.	-	605	0	0	1859	8	18 10½	-
Hunmanby - - - - -	N.S.	6	-	-	-	-	7	4 5½	364 0 8
Hunsingore - - - - -	N.S.	4	-	-	-	-	2	6 2½	80 9 0
Huntington - - - - -	Par.	-	-	-	-	-	-	-	18 7 0
Hunton - - - - -	Ch. of E.	-	-	-	-	-	1	0 0½	-
Husthwaite - - - - -	N.S.	5	*40	0	0	1839	-	-	13 2 4
Hutton Cranswick - - - - -	N.S.	6	75	0	0	1845	3	16 8½	104 1 4
- - - - -	-	-	33	10	0	1850	-	-	-
Hutton, Sheriff - - - - -	N.S.	6	-	-	-	-	-	-	10 8 0
Hutton, Sheriff - - - - -	Wes.	3	20	10	0	1856	8	12 10½	478 18 10
Hutton's Ambo - - - - -	N.S.	5	20	0	0	1842	1	11 8½	64 1 0
- - - - -	-	-	95	0	0	1857	-	-	-
Hutton-in-Rudby - - - - -	N.S.	-	*80	0	0	1836	-	-	-
Hutton, Low Cross - - - - -	B.S.	7	640	0	0	1858	7	1 8½	103 7 0
Idle - - - - -	N.S.	1	300	0	0	1847	18	13 8½	632 9 10
Idle - - - - -	Wes.	1	-	-	-	-	11	9 1½	327 11 0
Ingleby-Arncliffe, - - - - -	Ch. of E.	4	-	-	-	-	1	0 0	10 1 0
Ingletton - - - - -	N.S.	3	159	0	0	1848	5	12 8½	162 14 8
- - - - -	-	-	8	16	3	1853	-	-	-
- - - - -	-	-	50	0	0	1861	-	-	-
Ingrow - - - - -	N.S.	1	200	0	0	1845	21	18 8½	1,395 10 4
- - - - -	-	-	6	2	0	1858	-	-	-
- - - - -	-	-	5	0	0	1860	-	-	-
- - - - -	-	-	100	0	0	1861	-	-	-
Keighley - - - - -	B.S.	-	*81	0	0	1835	-	-	-
Keighley - - - - -	N.S.	1	*650	0	0	1835	48	0 8½	2,973 18 6
Keighley - - - - -	Wes.	5	-	-	-	-	10	8 0½	1,037 15 10
Keighley, Wesley Place - - -	Wes.	7	-	-	-	-	4	6 6	43 6 0
Keighley, St. Ann's - - - - -	R.C.	9	225	0	0	1858	-	-	62 8 0
Kelbrook - - - - -	N.S.	-	50	0	0	1841	3	7 9	-
Kexby - - - - -	N.S.	5	-	-	-	-	-	-	37 12 0
Keyingham - - - - -	N.S.	-	*35	0	0	1835	2	1 8	82 18 4
Kilburn - - - - -	N.S.	3	12	10	0	1857	-	-	18 5 0
Kildwick - - - - -	N.S.	1	-	-	-	-	6	17 7½	654 12 0
Kilham - - - - -	N.S.	-	150	0	0	1849	-	-	15 0 0
Killinghall - - - - -	N.S.	3	-	-	-	-	-	-	40 5 0
Kilnhurst - - - - -	N.S.	3	*50	0	0	1836	3	10 11	224 6 10
Kimberworth - - - - -	N.S.	8	751	0	0	1859	7	15 3½	134 5 4
Kingeross, St. Paul's - - - -	N.S.	12	396	0	0	1849	26	2 0½	2,303 4 8
- - - - -	-	-	200	0	0	1852	-	-	-
Kerby under Dale - - - - -	N.S.	5	-	-	-	-	-	-	33 3 8
Kirkburton - - - - -	N.S.	-	305	4	0	1861	2	10 0	-
Kirkburton (Boys) - - - - -	N.S.	10	29	0	0	1856	3	10 10½	641 6 0
Kirkburton (Girls) - - - - -	N.S.	10	80	0	0	1845	17	5 2½	750 10 0
- - - - -	-	-	27	10	0	1859	-	-	-
Kirkby Fleetham - - - - -	N.S.	3	-	-	-	-	1	15 3½	207 16 4
Kirkby Malzeard - - - - -	N.S.	10	-	-	-	-	3	11 8½	207 6 0
Kirkby Misperton - - - - -	N.S.	6	*50	0	0	1835	-	-	165 4 4
- - - - -	-	-	112	0	0	1856	-	-	-
Kirkby Ravensworth - - - -	N.S.	-	40	0	0	1841	-	-	3 0 0

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
YORKSHIRE— <i>cont.</i>				
Kirkheaton - - - N.S. 10	£ 337 0 0	1846	£ 8 19 10 <sup>1</sup>	£ 442 12 0
" - - - " - - - "	35 0 0	1857		
" - - - " - - - "	81 0 0	1858		
Kirk-Ella - - - N.S. 5	335 8 0	1859	4 3 4	123 13 4
Kirklington - - - Par. 10	- - - -	- - - -	3 6 8	26 7 0
Kirkmeaton - - - N.S. 4	75 0 0	1852	7 18 0 <sup>1</sup>	216 12 0
Kirkstall, Infants - - - N.S. 9	- - - -	- - - -	3 2 11 <sup>4</sup>	847 4 0
Kirkstall, St. Stephen's - - - N.S. 9	400 0 0	1846	23 13 6 <sup>1</sup>	2,407 15 8
Knaresborough - - - N.S. 3	*135 0 0	1838	12 7 4	333 18 0
" - - - " - - - "	57 10 0	1860		
Knaresborough, St. Mary's - - - R.C.	- - - -	- - - -	- - - -	15 0 0
Knottingley - - - N.S. 6	290 0 0	1843	15 0 0	2 10 0
" - - - " - - - "	50 0 0	1845		
" - - - " - - - "	64 0 0	1858		
Langtoft - - - N.S.	53 0 0	1846		
Laughton-en-le-Morthen, End. N.S.	60 0 0	1850	1 3 4	
" - - - " - - - "	9 5 0	1858		
Langbaurgh, West - - - N.S. 4	116 7 6	1855	8 15 5 <sup>1</sup>	556 19 8
Langcliffe - - - N.S. 5	- - - -	- - - -	1 13 4 <sup>1</sup>	27 10 0
Laxton - - - Ch. of E. 5	- - - -	- - - -	- - - -	8 6 8
Leathley - - - N.S. 10	- - - -	- - - -	- - - -	157 8 0
Leavening - - - N.S.	- - - -	- - - -	3 3 1 <sup>1</sup>	
Leonfield - - - Ch. of E.	130 0 0	1861		
Leeds, All Saints - - - N.S. 9	490 0 0	1818	4 3 2 <sup>1</sup>	627 9 10
Leeds (Basinghall Street) - - - B.S. 3	- - - -	- - - -	6 0 9 <sup>1</sup>	503 0 0
Leeds, Christ Church - - - N.S. 9	370 0 0	1842	18 14 6 <sup>1</sup>	2,443 7 4
Leeds (Edgar Street) - - - B.S.	510 0 0	1845		
Leeds (Darley Street) - - - Wes. 3	550 0 0	1849	29 1 4 <sup>1</sup>	1,948 5 6
" - - - " - - - "	182 0 0	1850	a3 1 4	
Leeds, Holbeck, St. Matthew's - N.S. 11	*250 0 0	1840	8 1 2 <sup>1</sup>	349 16 8
" - - - " - - - "	392 0 0	1850		
" - - - " - - - "	12 6 0	1857		
Leeds, Hunslet - - - N.S. 10	512 10 0	1843	6 12 3	1,031 15 10
" - - - " - - - "	130 0 0	1844		
" - - - " - - - "	20 6 9	1860		
Leeds, Little Holbeck (Marshall's Factory) - - - N.S. 9	- - - -	- - - -	71 3 2 <sup>1</sup>	3,898 2 2
Leeds (Little London), St. Matthew's - - - N.S. 10	*75 0 0	1837	26 1 6 <sup>1</sup>	1,382 9 2
" - - - " - - - "	165 0 0	1850		
" - - - " - - - "	501 15 8	1860		
Leeds, Newtown, St. Mary's - - - N.S. 9	500 0 0	1847	19 6 4 <sup>1</sup>	1,790 13 8
" - - - " - - - "	50 0 0	1848		
" - - - " - - - "	11 6 8	1850		
Leeds, North Hall, St. Andrew's - - - N.S. 9	1,030 0 0	1859	7 0 11 <sup>1</sup>	281 16 8
Leeds (Pottery Fields) - - - Wes. 2	916 0 0	1853	18 7 8	128 0 9
Leeds (School Street) - - - Wes.	- - - -	- - - -	6 2 6	337 19 2
Leeds, St. Andrew's - - - N.S. 9	502 0 0	1847	30 13 10 <sup>1</sup>	2,399 3 8
" - - - " - - - "	109 0 0	1858		
Leeds, St. Anne's - - - R.C. 8	- - - -	- - - -	4 6 9	134 8 0
Leeds, St. George's - - - N.S. 9	350 0 0	1841	45 14 8 <sup>1</sup>	3,112 19 6
" - - - " - - - "	6256 0 0	1849	a13 6 8	
" - - - " - - - "	645 12 0	1860		
Leeds, St. James' - - - N.S. 10	500 0 0	1845	17 16 7 <sup>1</sup>	1,652 2 0
Leeds, St. Luke's - - - Ch. of E. 10	650 0 0	1860	5 0 0	193 10 4
Leeds, St. Luke's (Sheepscar) - N.S.	50 0 0	1842		
Leeds, St. Marie's - - - R.C. 8	402 0 0	1860	6 13 7 <sup>1</sup>	100 15 0
Leeds, St. Mary's, (Carver Street), Infants - - - N.S. 9	101 0 0	1847	- - - -	74 7 0
Leeds, St. Mary's, Quarry Hill - N.S. 9	*120 0 0	1840	28 8 2 <sup>1</sup>	1,679 19 8
" - - - " - - - "	160 0 0	1849		
" - - - " - - - "	53 0 0	1857		
" - - - " - - - "	15 14 0	1859		
Leeds, St. Patrick's - - - R.C. 7	- - - -	- - - -	13 7 10 <sup>1</sup>	902 4 8
Leeds, St. Paul's - - - N.S. 9	393 5 0	1851	16 0 1 <sup>1</sup>	1,205 12 0
" - - - " - - - "	36 0 0	1853		

a Scientific apparatus.

b This grant is for two residences for the joint use of the teachers of St. George's and St. Philip's Schools.



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	Amount.	Date of Payment.			
YORKSHIRE—cont.					
Leeds, St. Peter's	N.S. 10	£ 2,750 s. 0 d. 0	1858	£ 42 s. 12 d. 10½	£ 2,119 s. 14 d. 4
Leeds, St. Philip's	N.S. 11	257 0 0	1840	31 14 2½	1,561 13 6
Leeds, St. Saviour's	N.S. 11	261 6 8	1853		
Leeds, St. Thomas' (Leyland's)	N.S. 10	*408 0 0	1840	15 0 1	901 4 0
Leeming	N.S.	505 0 0	1859	5 3 3	265 6 10
Lees	N.S.	81 0 0	1847		
Lepton	Wes. 5	480 0 0	1856	7 9 8½	502 3 0
Lidgett Green	N.S. 10	463 0 0	1860	2 16 8	57 8 0
Lidgett Green	B.S. 2	*100 0 0	1839	1 19 10	314 4 0
Lidgett Green, Sunday School	"	12 16 7½	1848		
Lindley	"	*101 0 0	1838		
Lingards	N.S. 11	22 0 0	1844	2 17 3	166 5 4
Linthwaite	N.S. 11	19 19 6	1859	6 6 8	256 6 0
Linton on Ouse	N.S.	- - -	- - -	1 0 0½	
Liversedge, High Town	N.S. 2	- - -	- - -	1 13 4½	
Lockington	"	42 0 0	1855	4 5 0	151 2 4
Lockington	N.S.	100 0 0	1858		
Lockwood	"	54 0 0	1845	1 18 4½	
Lockwood	N.S. 11	27 0 0	1848		
"	"	*69 0 0	1839	14 17 8½	2,120 15 4
"	"	650 0 0	1854		
Lofthouse near Wakefield	N.S.	29 16 4	1860		
Lofthouse Parish School	"	200 0 0	1845	2 10 0	
Lofthouse	Wes. 6	- - -	- - -	1 6 8½	112 18 6
Londesborough	Ch. of E. 6	- - -	- - -	0 18 4½	104 19 0
Longwood, Infants	N.S.	-150 0 0	1849		
Lothersdale	N.S.	40 0 0	1842	1 0 0½	
Lound	N.S. 8	276 0 0	1846	11 17 10½	578 14 0
Low Row (Reeth)	Wes. 6	- - -	- - -	2 18 4½	41 18 0
Luddenden	N.S. 10	- - -	- - -	9 11 0	707 6 0
Lythe	N.S. 7	- - -	- - -	3 0 10½	53 12 0
Maltby, Infants	N.S. 4	29 0 0	1842	2 10 5½	119 5 8
Malton, Boys	B.S.	- - -	- - -	6 19 2½	
Malton, New	N.S. 5	400 0 0	1858	2 17 4	196 12 0
Malton, New, Infants	B.S. 3	*150 0 0	1841	- - -	293 15 10
Malton, Old	N.S. 5	- - -	- - -	3 11 0	485 7 10
Manfield	Ch. of E.	275 0 0	1858		
Manningham, St. Paul's	N.S. 1	300 0 0	1844	13 15 9	878 14 10
Manston Colliery	Ch. of E. 10	- - -	- - -	3 10 0½	328 2 0
Marsden	N.S. 11	805 0 0	1857	15 3 11½	1,409 12 0
Marton-cum-Grafton	Ch. of E.	227 2 2	1861		
Marston, Long	N.S. 5	- - -	- - -	- - -	110 3 8
Marsk	N.S.	- - -	- - -	3 0 6½	206 0 0
Marsk, Zetland School	6	- - -	- - -	- - -	91 14 0
Masham (Charity)	N.S. 10	31 4 4	1857	6 2 8	640 3 0
Meanwood	"	97 2 10	1859		
Meanwood (a)	N.S. 9	- - -	- - -	3 5 1	702 9 10
Melbecks	Wes.	- - -	- - -	4 0 0	
Meltonby	N.S. 3	216 0 0	1856	6 12 2½	219 5 2
Meltham	"	125 0 0	1857		
Meltham	Wes. 7	280 0 0	1853	5 1 11½	183 3 8
Meltham	N.S. 12	*52 0 0	1836	7 2 6½	604 5 6
Meltham Mills	"	110 0 0	1847	6 15 7 4	
Methley, Boys	N.S. 12	315 0 0	1844	13 12 5½	1,540 3 8
Methley, Girls	N.S.	- - -	- - -	8 0 0½	113 0 8
"	N.S. 4	152 0 0	1849	4 7 1½	169 4 2
"	"	9 4 0	1859		
"	"	155 0 0	1861		
Mexborough	N.S.	25 0 0	1842		
Middlesborough-on-Tees	"	100 0 0	1860		
Middlesborough-on-Tees	B.S. 5	*150 0 0	1837	29 7 9½	1,134 0 0
"	"	42 13 4	1855		
"	"	50 0 0	1853		
"	"	406 0 0	1856		
Middlesborough-on-Tees, In- fants	B.S. 5	- - -	- - -	- - -	405 14 4
Middlesborough-on-Tees, South Bank	B.S. 5	- - -	- - -	- - -	49 0 6

a This school no longer exists.

a Scientific apparatus.

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	Amount.	Date of Payment.		
YORKSHIRE—cont.				
Middlesborough, St. John the Evangelist - - - - - N.S. 3	£ 1,092 0 0	s. d. 1860	£ 13 7 6½	£ 92 13 8
Millbridge " - - - - - N.S. 2	178 2 6	1861		
Millford, South - - - - - Par. -	270 0 0	1854	13 11 7½	599 15 6
Millington - - - - - N.S. -	74 5 0	1861		
Milnsbridge - - - - - N.S. 12	179 8 0	1860	1 9 7½	
Minskip - - - - - Ch. of E. -	*100 0 0	1838	2 1 2½	
Mirfield - - - - - Par. -	692 0 0	1856	3 10 0½	495 7 8
Mirfield - - - - - Wes. 4	100 0 0	1853		
Monkton, Bishop's - - - - - N.S. -	- - - - -	- - - - -	- - - - -	20 0 0
Monk Fryston - - - - - N.S. 4	72 0 0	1841	7 1 8½	230 14 0
Morley (Town End) - - - - - N.S. 9	486 0 0	1858	5 0 0½	272 8 6
Morley - - - - - Wes. 9	*75 0 0	1837	1 14 0	121 17 0
Morton, East - - - - - N.S. 2	- - - - -	- - - - -	14 13 11½	822 3 4
Mount Pellon, Ch. Ch. - - - - - N.S. 11	115 0 0	1845	4 15 6	70 0 4
Muston - - - - - Ch. of E. -	16 18 5	1861		
Nafferton - - - - - N.S. 6	1,005 0 0	1858	9 3 4½	528 17 0
" - - - - - " -	199 0 0	1855	- - - - -	7 13 0
" - - - - - " -	122 0 0	1846	3 12 3½	266 5 7
" - - - - - " -	7 17 9	1847		
" - - - - - " -	40 0 0	1853		
Nafferton - - - - - Wes. 7	8 6 8	1859		
" - - - - - " -	214 0 0	1849	10 3 1½	554 13 6
" - - - - - " -	18 11 6	1856		
Neepsend - - - - - N.S. 8	745 4 0	1857	15 14 11	285 11 4
Neswick, Girls - - - - - N.S. 6	- - - - -	- - - - -	0 12 2	216 16 8
Newbald - - - - - Ch. of E. 5	- - - - -	- - - - -	- - - - -	10 13 4
Newby Hall (in Skelton) - - - - - Ch. of E. 10	- - - - -	- - - - -	3 5 11½	196 14 6
Newland - - - - - N.S. 6	- - - - -	- - - - -	1 15 0	5 8 0
New Mills - - - - - N.S. 10	*95 0 0	1838	4 4 7	153 13 8
" - - - - - " -	50 0 0	1845		
" - - - - - " -	42 6 6	1860		
Newport - - - - - Ch. of E. 5	- - - - -	- - - - -	- - - - -	250 5 0
Newsome - - - - - N.S. 11	*68 0 0	1841	3 4 1½	68 9 0
Newton-in-Bowland or Slaid- burn - - - - - N.S. 3	60 0 0	1842	0 18 9½	46 16 0
" - - - - - " -	21 6 8	1860		
Newton-on-Ouse - - - - - N.S. 6	- - - - -	- - - - -	4 19 8½	291 3 8
Normanby - - - - - N.S. -	80 0 0	1843		
Northallerton - - - - - N.S. 3	330 0 0	1844	3 11 9½	829 4 1
" - - - - - " -	23 13 4	1857		
" - - - - - " -	26 0 0	1860		
Norton - - - - - N.S. -	52 0 0	1860		
Nunburnholme - - - - - N.S. 5	86 0 0	1857	- - - - -	8 18 4
Oakworth - - - - - N.S. 2	200 0 0	1845	8 6 4½	691 7 2
Oakworth, Sykes' Head - - - - - Wes. 6	128 0 0	1855	18 14 1½	1,215 13 4
" - - - - - " -	129 0 0	1860	26 13 4	
Ormesby, North, Pennymans' School - - - - - 4	- - - - -	- - - - -	- - - - -	41 2 0
Osmotherley - - - - - N.S. 4	140 0 0	1857	4 3 4½	3 4 0
Ossett, South - - - - - N.S. 7	613 0 0	1857	10 8 7½	313 5 8
Ossett, Infant School - - - - - 7	- - - - -	- - - - -	- - - - -	27 11 8
Oswaldkirk - - - - - Ch. of E. 6	- - - - -	- - - - -	2 0 0½	63 16 2
Otley - - - - - N.S. 10	300 0 0	1847	3 4 5	428 4 0
Ottringham - - - - - Ch. of E. 6	- - - - -	- - - - -	- - - - -	51 2 4
Ottringham - - - - - Wes. 12	- - - - -	- - - - -	2 19 2	52 8 8
Oulton, St. John's - - - - - N.S. 9	- - - - -	- - - - -	2 18 4½	509 6 8
Oughtibridge - - - - - N.S. 9	33 10 0	1852	6 4 0½	267 19 8
" - - - - - " -	150 0 0	1854		
" - - - - - " -	698 2 6	1861		
Outwood, St. Mary Magdalene's - - - - - N.S. 7	- - - - -	- - - - -	1 0 10	130 11 0
Overton - - - - - B.S. -	70 0 0	1842	1 13 4	
Ouseburn, Great - - - - - Ch. of E. 4	- - - - -	- - - - -	- - - - -	127 7 0
Owlerton - - - - - N.S. 10	70 0 0	1852	3 9 2½	312 3 8
" - - - - - " -	18 16 8	1857		
Owram, North - - - - - B.S. -	200 0 0	1841		
Owram, North - - - - - N.S. -	- - - - -	- - - - -	1 7 11	

a Scientific apparatus.

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	Amount.	Date of Payment.		
YORKSHIRE— <i>cont.</i>				
Owram, South - - - N.S.	*125 0 0	1839		
Owthorne - - - N.S.	5 84 0 0	1843	- - -	184 8 0
Oxenhope - - - N.S.	1 208 0 0	1847	1 15 6½	111 9 4
Pateley, Glass House Factory - Wes.	4 - - -	- - -	3 4 11	3 15 0
Patrington - - - N.S.	6 665 0 0	1859	4 18 5½	84 6 8
Penistone - - - N.S.	7 - - -	- - -	1 1 7½	32 5 0
Pickering, Girls - - - N.S.	7 - - -	- - -	- - -	192 5 0
Pickering, Mixed - - - N.S.	363 0 0	1858	2 3 4	
Pickering - - - Wes.	5 560 0 0	1857	6 2 11½	377 7 4
Pitsmoor - - - N.S.	8 *140 0 0	1837	a13 0 0	
" - - - " - - - "	257 0 0	1857	34 7 3½	2,313 14 5
" - - - " - - - "	24 5 0	1861		
Pocklington - - - N.S.	6 631 0 0	1855	8 18 8	528 2 8
Pocklington - - - Wes.	4 171 2 6	1853	7 6 8½	486 16 8
Pollington - - - N.S.	5 - - -	- - -	3 17 2½	270 16 6
Pontefract - - - N.S.	8 44 2 0	1857	4 1 7½	738 5 0
Pontefract - - - Wes.	4 *250 0 0	1838	29 8 9½	1,064 19 6
" - - - " - - - "	108 0 0	1858	a10 16 8	
Pontefract, All Saints' - N.S.	7 117 0 0	1849	3 0 4½	29 5 0
Pontefract, St. Joseph's - R.C.	9 - - -	- - -	3 3 4½	184 13 0
Pontefract, The Grange, St. Mary's - R.C.	7 - - -	- - -	1 17 6½	120 0 0
Poppleton, Nether - - - N.S.	4 60 0 0	1852	1 14 7½	13 5 0
Pudsey, Far Town - - - N.S.	10 200 0 0	1845	6 1 7	758 16 6
Pudsey, Low Town - - - N.S.	10 260 0 0	1843	7 2 4	567 19 0
Rashcliffe, Infants - - - "	10 - - -	- - -	- - -	8 0 0
Raskelfe - - - Par.	4 - - -	- - -	- - -	91 6 8
Rastrick and Brighouse - B.S.	9 *150 0 0	1837	6 13 0	108 18 2
Rathmell, Endowed - - - N.S.	3 - - -	- - -	1 2 2	15 19 0
Ravensworth - - - N.S.	- - -	- - -	1 0 0	
Rawcliffe - - - Wes.	- - -	- - -	2 0 0	31 5 0
Rawmarsh, Infants - - - N.S.	- *54 0 0	1842		
Rawmarsh, Endowed Free Grammar School - - - "	7 250 0 0	1858	5 12 8½	540 18 0
Reeth - - - Wes.	6 - - -	- - -	6 8 4½	195 15 8
Redcar, Earl of Zetland's - B.S.	6 523 0 0	1859	1 10 0½	258 3 8
Redhill - - - Wes.	12 - - -	- - -	27 3 3½	1,226 13 0
Richmond Corporation School - "	3 - - -	- - -	2 19 2½	588 8 0
Richmond - - - N.S.	3 *50 0 0	1837	a9 18 4	
" - - - " - - - "	140 0 0	1852	10 2 7	872 14 4
" - - - " - - - "	129 15 0	1857		
Richmond, Infants - - - "	3 - - -	- - -	- - -	53 1 8
Richmond - - - R.C.	4 - - -	- - -	- - -	47 18 0
Richmond - - - Wes.	5 - - -	- - -	7 1 10½	357 4 4
Rillington - - - N.S.	3 87 0 0	1847	- - -	28 19 2
Ripon, Girls - - - N.S.	9 - - -	- - -	- - -	644 6 0
Ripon - - - Wes.	3 - - -	- - -	3 15 0½	473 18 0
Ripon, Cathedral, Boys - N.S.	9 238 7 6	1854	25 6 4½	1,066 8 4
" - - - " - - - "	- - -	- - -	a18 0 0	
Ripon, Holy Trinity - - - N.S.	9 *147 0 0	1837	15 5 0	1,010 12 2
" - - - " - - - "	50 0 0	1854		
" - - - " - - - "	47 0 0	1856		
Ripponden - - - N.S.	12 176 0 0	1844	10 2 10	676 19 4
" - - - " - - - "	30 0 0	1856		
Rise - - - N.S.	6 - - -	- - -	0 3 4½	20 11 8
Robert Town - - - N.S.	- 280 0 0	1850	- - -	18 7 0
Robin Hood's Bay, Girls - N.S.	7 - - -	- - -	- - -	10 17 6
Roecliffe - - - N.S.	6 - - -	- - -	6 3 5½	429 18 0
Rocking - - - N.S.	3 - - -	- - -	1 13 4½	27 6 0
Roos - - - N.S.	6 - - -	- - -	- - -	939 15 8
Rotherham and Masboro' - B.S.	2 *349 0 0	1834	24 3 10	781 1 0
Rotherham - - - N.S.	8 330 0 0	1848	14 19 11	1,624 5 0
" - - - " - - - "	18 15 0	1856		
" - - - " - - - "	17 13 4	1858		
" - - - " - - - "	308 0 0	1858		
Rotherham - - - Wes.	2 877 0 0	1859	10 8 4½	116 16 8
Rounton, West - - - N.S.	3 - - -	- - -	- - -	24 11 8
Roystone - - - N.S.	7 150 0 0	1845	3 11 3½	172 18 8

a Scientific apparatus.



Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
YORKSHIRE—cont.		£ s. d.		£ s. d.	£ s. d.
Rudstone - - - - -	N.S. 5	300 0 0	1859	2 18 4	49 0 5
Rylstone District - - -	N.S. -	75 0 0	1852		
Salterhebble, All Saints'	N.S. 11	444 0 0	1855	7 7 11½	411 6 0
Salterforth - - - - -	N.S. -	54 0 0	1844		
Scalby - - - - -	N.S. 6	- - - -	- - - -	1 1 10½	51 1 4
Scammonden - - - - -	N.S. 11	50 0 0	1846	1 13 7½	26 10 4
Scampston - - - - -	N.S. 5	- - - -	- - - -	- - - -	258 13 2
Scarborough - - - - -	N.S. 6	*83 0 0	1838	14 11 8½	531 19 2
Scarborough - - - - -	- - - -	1,418 0 0	1860		
Scarborough - - - - -	Wes. 6	753 0 0	1856	7 0 0	437 8 7
Schoies - - - - -	N.S. 10	105 0 0	1847	4 6 3½	78 7 0
Scissett, or High Hoyland	N.S. 8	83 0 0	1841	14 13 1½	758 14 8
" - - - - -	- - - -	333 0 0	1861		
Scruton School - - - - -	- - - -	220 0 0	1860	1 10 1	16 16 0
Sculcoates, Ch. Ch. - - -	N.S. 5	474 0 0	1849	50 13 2½	2,238 3 4
Sculcoates, St. Mary's - -	N.S. 6	250 0 0	1852	4 0 1½	147 3 8
Sculcoates, St. Paul's, Boys	Ch. of E. 6	573 0 0	1858	8 5 1½	405 8 0
Sculcoates, St. Paul's, Girls	N.S. -	*100 0 0	1834	2 1 5½	
" - - - - -	- - - -	10 0 0	1845		
" - - - - -	- - - -	6 0 0	1859		
Seacroft - - - - -	N.S. 9	30 0 0	1856	11 0 9	498 6 8
" - - - - -	- - - -	228 0 0	1860		
Sedbergh - - - - -	B.S. 4	125 0 0	1843	7 1 7½	661 18 4
" - - - - -	- - - -	62 10 0	1855		
" - - - - -	- - - -	73 0 0	1855		
Sedbergh - - - - -	N.S. -	115 0 0	1841	5 2 6	9 6 8
" - - - - -	- - - -	15 0 0	1857		
Selby, Abbey Church - - -	N.S. 4	1,009 10 9	1858	5 0 0½	381 4 4
Selby, Grey Coat School -	- - - -	- - - -	- - - -	- - - -	31 13 4
Selby - - - - -	Wes. 3	- - - -	- - - -	18 12 8½	1,055 17 5
Sessay Village School - -	- - - -	- - - -	- - - -	1 13 4½	8 12 0
Settle - - - - -	N.S. 2	- - - -	- - - -	9 9 3½	614 19 10
Settrington - - - - -	N.S. 6	- - - -	- - - -	1 16 10½	336 18 0
Shadwell - - - - -	N.S. -	56 0 0	1847	1 6 7	
Sharow - - - - -	N.S. 10	212 0 0	1857	5 8 10½	221 11 0
Sheffield - - - - -	B.S. -	*250 0 0	1837		
Sheffield Brunswick - - -	Wes. 11	- - - -	- - - -	6 18 3½	161 8 5
Sheffield, Central (Carver	- - - -	- - - -	- - - -	- - - -	- - - -
Street) - - - - -	N.S. 8	- - - -	- - - -	56 1 0½	3,167 2 6
Sheffield, Ebenezer - - -	Wes. 11	- - - -	- - - -	5 9 4½	514 5 3
Sheffield, Parish Ch. - - -	N.S. 8	- - - -	- - - -	12 14 4	788 11 8
Sheffield Park, St. John's -	N.S. 8	322 0 0	1848	17 11 6	1,078 19 2
" - - - - -	- - - -	24 6 8	1858		
Sheffield Park - - - - -	Wes. 12	538 0 0	1847	11 7 2½	2,255 8 0
Sheffield, St. George's - -	N.S. 8	1,393 0 0	1846	20 12 6	4,271 4 8
Sheffield, St. Jude's, (Eldon)	N.S. -	623 5 0	1861	8 6 6½	
Sheffield, St. Luke's, Dyer's	- - - -	- - - -	- - - -	- - - -	- - - -
Hill - - - - -	N.S. -	700 0 0	1858		
Sheffield, St. Marie's (Surrey	- - - -	- - - -	- - - -	- - - -	- - - -
Street) - - - - -	R.C. 7	*350 0 0	1835	20 15 1	1,813 7 0
" - - - - -	- - - -	172 10 0	1858		
" - - - - -	N.S. 8	338 10 0	1842	75 15 11½	3,816 12 2
" - - - - -	- - - -	100 0 0	1850		
" - - - - -	- - - -	16 14 8	1855		
" - - - - -	- - - -	44 2 6	1857		
Sheffield, St. Mary's (Leadmill	- - - -	- - - -	- - - -	- - - -	- - - -
Road), Infants - - - - -	N.S. -	459 0 0	1861		
Sheffield, St. Mary's (Sheaf	- - - -	- - - -	- - - -	- - - -	- - - -
Gardens) - - - - -	R.C. 8	974 10 0	1858		
Sheffield, St. Paul's - - -	N.S. 8	230 0 0	1844	12 17 9	1,099 19 4
Sheffield, St. Peter's - - -	N.S. -	600 0 0	1855	10 8 4½	
Sheffield, St. Philip's - - -	N.S. -	75 0 0	1841	- - - -	367 6 8
" - - - - -	- - - -	185 0 0	1845		
Sheffield, St. Stephen's (Nether-	- - - -	- - - -	- - - -	- - - -	- - - -
thorpe) - - - - -	N.S. 8	930 0 0	1861	15 0 0½	29 15 0
Sheffield, St. Vincent of Paul's	R.C. 8	534 15 0	1853	21 18 1	1,966 10 6
Shelf - - - - -	B.S. -	*80 0 0	1836		
Shelf - - - - -	Ch. of E. 2	- - - -	- - - -	8 10½	121 17 0

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YORKSHIRE—cont.						
Shepley, St. Paul's	N.S.	10	£ 76 10 0	1854	£ 1 12 3	£ 158 19 0
"	"	"	9 11 0	1858		
"	"	"	80 0 0	1860		
Sherburn	N.S.	9				15 0 0
Shipley	B.S.		*60 0 0	1839		
Shipley, St. Paul's	N.S.	3	765 0 0	1858	8 9 5½	283 6 4
Shipton, Endowed	N.S.	4			6 10 10	348 2 8
Sicklinghall	S.					6 5 0
Sigglesworth	N.S.	8	14 0 0	1859	3 7 4½	190 9 0
Silkstone, Boys	Ch. of E.	8			2 14 2	300 17 0
Silkstone, Girls and Infants	N.S.	8	237 0 0	1851	4 17 0½	449 2 8
Silsden	N.S.	2	*50 0 0	1836	8 10 8½	252 7 10
Silsden	Wes.	4	58 0 0	1855	21 19 11½	650 0 0
"	"		279 0 0	1858	a6 13 4	
Skelmanthorpe	Wes.				4 3 4	
Skelton	N.S.	5			3 12 6½	134 8 4
Skipsca	N.S.		75 0 0	1846	1 13 2½	
Skipsca	Wes.				1 2 9	
Skipton	B.S.	5	415 0 0	1857	20 19 1	1,412 3 0
Skipton	N.S.	1			4 10 8	557 11 0
Skipton, Ch. Ch.	N.S.		75 0 0	1845		19 9 0
Skipton, St. Stephen's	R.C.	7			4 3 5	37 8 0
Skipton	Wes.	6			10 1 6½	739 3 8
Skirlaugh	N.S.		254 11 1	1861		
Slaitwaite, Lower	N.S.	11	154 0 0	1841	13 3 3½	1,460 3 3
"	"	"	2 0 0	1850		
"	"	"	7 0 0	1851		
"	"	"	120 0 0	1857		
Slaitwaite, Old (Free) School			132 0 0	1846		
Slaitwaite, Upper	N.S.		190 0 0	1846	4 1 1½	135 0 6
"	"	"	7 0 0	1849		
"	"	"	3 12 0	1850		
Slaitwaite, West	N.S.		360 0 0	1860	2 0 0	
Sledmere	N.S.	6				164 5 0
Sleights, Eskdaleside and Uggel-	N.S.		*55 0 0	1833	2 18 9½	
barnby	"		37 0 0	1849		
Slingsby	Ch. of E.	5				89 6 0
Snainton (b)	N.S.					1 15 0
Snaith	Wes.	12	334 0 0	1849	12 18 1½	284 9 0
Sowerby Bridge	N.S.	12	*245 0 0	1838	13 4 6½	464 3 4
"	"		40 0 0	1859		
Sowerby Bridge	Wes.	9			11 2 0½	1,401 10 6
Sowerby, Chapelry District	N.S.	11	718 0 0	1860	7 11 7½	324 0 0
Sowerby, near Thirsk	N.S.		10 0 0	1860	5 2 1½	
Sowerby, St. George's	N.S.	12	260 0 0	1845	14 15 0½	991 10 4
"	"		31 6 8	1858		
Sowerby, St. Mary's	N.S.	11			14 3 4½	383 14 8
Sowerby, Triangle	N.S.	11	409 0 0	1858	3 7 6	159 16 8
Spennithorne	Ch. of E.	10			1 10 0½	46 10 8
Spofoth	N.S.	4	174 15 0	1851	1 17 4½	177 2 10
Stainborough, Hood Green	N.S.					33 0 0
Staites	N.S.		100 0 0	1851		26 10 0
Stanbury-in-Haworth	N.S.		87 0 0	1848		3 11 0
Stanley, St. Peter's	N.S.	8	177 0 0	1848	9 1 0½	769 7 0
"	"		80 0 0	1856		
Stanningley, St. Thomas'	N.S.		250 0 0	1846	2 0 0	
"	"		16 0 0	1848		
Stannington	N.S.	8	52 10 0	1842	2 6 1½	38 7 0
Stannington, Hollow Meadow						
School			212 0 0	1858	1 0 10½	
Startforth	Ch. of E.	3	4 12 6	1861	1 19 9½	117 4 0
Staveley	N.S.	9	70 10 0	1851	2 13 9	347 15 8
Stillingfleet	N.S.	5				78 18 0
Stillington	N.S.	4			3 8 6½	55 15 0
Stillington	Wes.	3			3 9 2	280 2 6
Sunk Island	Par.	6	130 0 0	1858	1 16 1	65 15 0
Sutton	B.S.	12			6 17 0	273 0 0
Sutton-in-Derwent	N.S.	5	40 0 0	1844	0 13 2½	19 5 8
Sutton-in-Kildwick	N.S.	2	418 0 0	1859	4 19 1½	392 1 0

a Scientific apparatus.

b Inspection withdrawn.

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YORKSHIRE—cont.			£ s. d.		£ s. d.	£ s. d.
Sutton, St. James'	Ch. of E.	5	325 0 0	1859	- - -	30 10 5
Swinefleet	N.S.	-	90 0 0	1849	- - -	- - -
Swinefleet	Wes.	-	- - -	-	4 3 7½	95 10 0
Swinton	N.S.	4	36 0 0	1843	8 5 10½	504 7 2
"	"	-	418 16 8	1854	- - -	- - -
"	"	-	5 0 0	1857	- - -	- - -
"	"	-	6 14 0	1857	- - -	- - -
Tanfield, West	N.S.	10	- - -	- - -	2 1 8	474 0 0
"	"	-	- - -	- - -	a10 0 0	- - -
Tankersley	N.S.	7	- - -	- - -	6 17 8½	439 7 0
Temple Newsam	N.S.	-	35 0 0	1851	12 3 6½	- - -
Thirsk	B.S.	3	*125 0 0	1840	12 17 0½	1,346 8 4
"	"	-	50 0 0	1847	a12 16 0	- - -
"	"	-	80 0 0	1854	- - -	- - -
Thornaby	N.S.	3	300 0 0	1847	9 18 1½	313 11 6
"	"	-	19 19 0	1860	- - -	- - -
Thorganby with Cottingwith	Ch. of E.	5	- - -	- - -	- - -	216 5 0
Thorner	N.S.	10	- - -	- - -	3 19 2½	292 17 2
Thorner	Wes.	2	- - -	- - -	2 5 10	97 19 0
Thornes, Mr. Gaskell's School	-	3	- - -	- - -	3 14 11½	489 2 4
Thornhill Lees	N.S.	7	615 0 0	1859	5 0 0½	138 13 0
Thornton	N.S.	2	20 0 0	1844	- - -	10 0 0
"	"	-	15 0 0	1848	- - -	- - -
Thornton-Dale	N.S.	7	- - -	- - -	3 0 10½	103 19 0
Thornton-le-Moor	Ch. of E.	-	90 0 0	1861	- - -	- - -
Thornton-in-Lonsdale	N.S.	3	- - -	- - -	1 9 2	60 2 0
Thorpe Hesley	N.S.	7	*147 0 0	1840	7 6 4	77 4 0
Thorpe Hesley	Wes.	9	- - -	- - -	3 13 5½	192 8 0
Thorpe Salvin	N.S.	-	- - -	- - -	1 6 7½	- - -
Thurgoland	N.S.	7	160 0 0	1851	7 11 3½	383 0 8
Thurstone	Ch. of E.	7	- - -	- - -	2 1 8	81 6 0
Thurstonland, Endowed	Par.	11	20 0 0	1843	10 18 10½	959 16 2
"	"	-	52 8 0	1845	- - -	- - -
"	"	-	36 0 0	1855	- - -	- - -
Tickhill, Infants	Ch. of E.	4	- - -	- - -	2 7 2½	127 13 4
Tickton	N.S.	6	64 0 0	1848	1 13 4	59 1 0
Tinsley Park, Colliery School	-	7	- - -	- - -	- - -	170 1 8
Timble, Great	B.S.	-	*22 0 0	1836	- - -	- - -
Tollerton	Wes.	2	400 8 0	1858	7 16 8½	144 2 8
Topcliffe	N.S.	10	- - -	- - -	1 13 5½	130 8 4
Trippet Holy Trinity Industrial	-	5	- - -	- - -	- - -	267 14 10
Tunstall	Ch. of E.	3	- - -	- - -	- - -	48 8 0
Ulleskelf	Ch. of E.	3	- - -	- - -	- - -	25 12 0
Wadsley	N.S.	8	*152 0 0	1839	16 9 1½	1,196 4 8
"	"	-	109 0 0	1855	- - -	- - -
"	"	-	20 0 0	1856	- - -	- - -
Wadworth	N.S.	3	72 10 0	1841	3 13 6	176 9 0
"	"	-	11 3 4	1856	- - -	- - -
Wakefield, All Saints', Boys	N.S.	8	9 14 8	1849	9 4 0	428 15 8
Wakefield, All Saints', Girls	N.S.	8	- - -	- - -	- - -	547 5 9
Wakefield, Green Coat	N.S.	-	- - -	- - -	1 16 9½	- - -
Wakefield, Holy Trinity	N.S.	8	225 0 0	1847	21 5 4½	1,465 2 6
"	"	-	- - -	- - -	a13 2 1	- - -
Wakefield, Lancasterian School	"	3	75 0 0	1856	11 8 3½	293 19 8
"	"	-	14 13 4	1859	- - -	- - -
Wakefield, St. Andrew's	N.S.	6	320 0 0	1846	24 1 4	227 7 6
"	"	-	95 0 0	1849	- - -	- - -
Wakefield, St. Austin's	R.C.	-	750 0 0	1859	7 10 0½	- - -
Wakefield, St. Mary's	N.S.	7	375 0 0	1857	2 0 0	385 12 4
Wakefield	Wes.	3	500 0 0	1857	9 2 9½	332 9 6
Wakefield, West Riding Refor-	-	2	- - -	- - -	0 16 8	95 12 6
matory	-	-	- - -	- - -	6 14 1	424 13 4
Walton	N.S.	5	- - -	- - -	- - -	46 7 8
Walton (Wakefield)	N.S.	6	- - -	- - -	1 14 2½	84 11 0
Wansford, Great	N.S.	-	- - -	- - -	- - -	- - -
Warnfield	B.S.	-	*50 0 0	1837	- - -	- - -
Warmsworths	N.S.	8	- - -	- - -	1 12 11½	136 0 8
Wath, Infants	-	7	- - -	- - -	- - -	34 5 0
Wath-upon-Dearne	N.S.	-	279 0 0	1858	4 3 10½	- - -

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YORKSHIRE—cont.				
Weaverthorpe (Lady Sykes') - N.S.	5	- - -	- - -	44 9 0
Weeton - N.S.	10	- - -	1 13 4	31 11 6
Weighton, Market - N.S.	6	140 0 0	13 5 8½	983 6 0
Welburn - " - N.S.	5	44 0 0	1858	10 0 0
Welbury - Ch. of E.	-	- - -	3 10 0½	293 8 8
Welham Bridge - Ch. of E.	-	- - -	- - -	2 5 0
Welton - N.S.	6	- - -	2 0 4½	- - -
Wentworth - N.S.	8	- - -	3 8 4½	610 15 10
Wentworth (Barrow) - Ch. of E.	7	- - -	9 9 6½	1,146 1 8
Wentworth, Park Gate - N.S.	8	- - -	- - -	440 14 8
Westgate Common - N.S.	8	- - -	5 18 7½	716 18 6
Westhouse - " - N.S.	-	123 15 0	6 9 3½	435 2 0
Weston - N.S.	8	35 0 0	- - -	- - -
Westow - N.S.	5	15 12 0	1 9 2	910 7 6
Wetherby - N.S.	-	- - -	4 9 7½	5 0 0
Wetherby - Wes.	3	- - -	1 14 0	- - -
Wetwang (Lady Sykes') School - N.S.	-	- - -	9 2 7	587 13 8
Whiston - N.S.	8	*75 0 0	- - -	28 6 8
Whitby - B.S.	7	97 12 6	2 3 9½	237 5 0
Whitby - N.S.	-	73 16 0	7 2 6½	1,057 13 4
Whitby - N.S.	6	200 0 0	11 1 5	1,258 12 6
Whitby - Wes.	7	90 0 0	- - -	- - -
Whitwell - Ch. of E.	5	- - -	28 8 7½	757 2 2
Whitwood Colliery - S.	11	- - -	1 0 7½	83 15 0
Whixley - Ch. of E.	4	- - -	- - -	11 5 0
Whorlton - Par.	3	347 0 0	- - -	212 0 0
Wicker, Holy Trinity - N.S.	8	628 3 4	2 16 4	3 15 0
" " - N.S.	-	304 0 0	26 18 3½	1,726 19 8
" " - N.S.	-	20 0 0	- - -	- - -
Wickersley - N.S.	7	360 0 0	- - -	190 7 0
Wigginton - N.S.	-	*40 0 0	- - -	- - -
Wigglesworth, Clark's Endowed Sch. - N.S.	2	- - -	1 14 7½	73 1 0
Wighill - N.S.	4	- - -	1 11 8½	198 15 0
Wilsden, Infants - N.S.	2	*60 0 0	6 9 5½	107 18 0
Wilsden - Wes.	5	332 18 0	15 13 2	428 9 0
Windhill - Ch. of E.	3	478 0 0	3 2 6	38 17 4
Windhill - Wes.	3	646 0 0	9 16 3	242 18 8
Withernwick - N.S.	6	55 0 0	- - -	6 5 0
Witton, East - Ch. of E.	-	- - -	1 0 1	- - -
Wombwell - N.S.	6	134 0 0	8 3 4	333 5 4
" " - N.S.	-	13 14 0	- - -	- - -
Womersley - N.S.	-	209 0 0	- - -	- - -
Woodhouse, Ch. Ch. - N.S.	-	*150 0 0	13 0 6½	68 0 0
Woodhouse (Feather Hill), St. Mark's - N.S.	9	200 0 0	21 16 9½	1,715 13 4
" " - N.S.	-	25 4 0	- - -	- - -
" " - N.S.	-	335 0 0	- - -	- - -
Woodmansey and Thearne - N.S.	6	276 15 0	2 0 0	134 15 10
Woodside (Horsforth) - N.S.	10	220 0 0	6 5 6½	490 12 0
Worrall - N.S.	-	101 0 0	2 5 10	75 0 0
Worsborough Dale - N.S.	7	169 0 0	6 11 2	12 0 0
Worsborough, Grammar School - N.S.	7	- - -	2 8 8½	- - -
Wortley (near Sheffield) - N.S.	7	- - -	4 7 8	685 16 0
Wortley, New (near Leeds) - N.S.	10	500 0 0	2 12 6	729 10 4
" " - N.S.	-	12 12 0	- - -	- - -
" " - N.S.	-	9 7 9	- - -	- - -
Wortley (New), Zion - B.S.	2	*400 0 0	31 7 8½	884 4 8
Wortley, Old (near Leeds) - N.S.	10	150 0 0	- - -	- - -
Wragby - N.S.	9	*55 0 0	- - -	57 6 8
Wrenthorpe - N.S.	6	100 0 0	- - -	73 15 0
Wressle - Par.	5	144 0 0	2 9 7	76 18 4
Wyke - N.S.	2	- - -	1 11 4½	61 3 2
Wykeham - N.S.	6	- - -	8 4 7	672 14 10
Yapham - N.S.	-	- - -	1 3 4	249 6 8
Yeadon - N.S.	9	272 0 0	1 6 8	- - -
Yeadon, Upper - N.S.	9	- - -	9 10 9½	355 15 4
" " - N.S.	-	- - -	- - -	236 1 4

a Scientific apparatus.

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YORKSHIRE— <i>cont.</i>				
Yedingham - - - N.S.	£ 12 0 0	1836	£ 1 11 8½	
York, Aldwark - - - N.S. 6	- - -	- - -	18 4 4½	982 5 4
York and Ripon, Female Prac- tising School - - - 3	- - -	- - -	- - -	128 3 4
York and Ripon, Male Prac- tising School - - - 3	100 0 0	1851	3 0 0	527 0 8
York and Ripon Model - - - 5	- - -	- - -	- - -	108 16 0
York, Bishopgate - - - N.S. 6	11 6 8	1855	6 9 2½	863 9 0
York, Bishophill - - - B.S. 2	- - -	- - -	9 5 10½	301 7 0
York (Hope Street) - - - B.S. 2	- - -	- - -	15 9 10½	1,529 12 0
York, Industrial Ragged School - - - 5	- - -	- - -	- - -	46 12 7
York, Manor House - - - N.S. 5	23 6 8	1855	20 11 2	1,581 0 8
- - - - - 18 13 4	1855	- - -	- - -	- - -
York, Micklegate, District - - - N.S. 6	176 10 0	1853	10 9 1½	647 15 0
York, Micklegate, Trinity - - - N.S. 6	*125 0 0	1836	8 14 3½	957 14 6
- - - - - 102 6 0	1861	- - -	- - -	- - -
York (Priory Place) - - - Wes. 2	1,691 0 0	1858	24 2 1	1,271 3 8
Yorkshire Reformatory - - - 7	- - -	- - -	- - -	163 4 11
York, St. Cuthbert's - - - N.S. 6	- - -	- - -	14 14 1½	1,198 18 8
York, St. George's - - - Wes. 2	1,546 9 6	1858	22 8 11½	1,306 18 6
York, St. Mary's, Boys - - - R.C. 8	- - -	- - -	6 18 8	717 18 10
York, St. Mary's, Girls - - - R.C. 8	- - -	- - -	13 3 2½	1,279 6 8
York, St. Thomas' - - - N.S. 5	493 0 0	1859	9 1 1½	459 8 4
York, Walmgate, St. Margaret's N.S. 6	200 0 0	1842	21 0 1½	2,881 6 4
" " " - - - 75 0 0	1847	- - -	- - -	- - -
" " " - - - 83 10 0	1858	- - -	- - -	- - -

## ISLANDS.

CHANNEL ISLANDS.		£ s. d.		£ s. d.	£ s. d.
Alderney - - - N.S.	10	- - -	-	2 4 10	167 10 0
Alderney - - - Wes.	10	150 0 0	1855	5 6 3	214 13 4
Guernsey, St. John's - - - N.S.	10	40 0 0	1842	33 17 5½	1,650 15 6
" " " - - -	"	56 10 0	1842	- - -	- - -
" " " - - -	"	298 10 0	1859	- - -	- - -
Guernsey, St. Marie du Castel's Infant School - - -	10	- - -	-	- - -	10 6 8
Guernsey, St. Peter's Port - - - B.S.	10	*46 0 0	1839	18 9 11½	595 13 4
" " " - - -	"	266 0 0	1843	- - -	- - -
" " " - - -	"	14 10 0	1856	- - -	- - -
Guernsey, St. Peter's Port - - - N.S.	10	- - -	-	26 5 7½	708 14 4
Jersey - - - N.S.	10	*125 0 0	1840	20 18 9	1,042 9 2
" " " - - -	"	51 0 0	1857	- - -	- - -
Jersey, Gorey - - - N.S.	10	*100 0 0	1836	- - -	8 14 0
Jersey, Grouville, Central - - - N.S.	10	381 0 0	1857	8 3 4½	478 6 2
" " " - - -	"	- - -	-	a14 17 7	- - -
Jersey, St. James' - - - N.S.	10	- - -	-	13 4 10½	1,325 0 0
Jersey, St. Mark's - - - N.S.	10	200 0 0	1846	18 19 0	1,672 8 0
" " " - - -	"	16 5 0	1853	a8 13 4	- - -
" " " - - -	"	27 17 6	1854	- - -	- - -
" " " - - -	"	77 0 0	1857	- - -	- - -
Jersey, St. Paul's - - - N.S.	10	- - -	-	14 18 11	455 4 0
Jersey, St. Saviour's - - - N.S.	10	- - -	-	- - -	25 5 0
Jersey, Trinity - - - N.S.	10	- - -	-	- - -	31 7 8
ISLE OF MAN.					
Arbory - - - N.S.		*50 0 0	1835	1 17 3½	88 0 0
Ballasalla - - - N.S.	9	83 0 0	1843	6 12 7½	750 2 8
" " " - - -	"	100 0 0	1855	- - -	- - -
Bishops court, Model - - - N.S.		- - -	-	5 18 5½	- - -
Castletown - - - N.S.	9	*90 0 0	1839	16 0 2½	1,266 13 0
" " " - - -	"	82 6 0	1850	- - -	- - -

a Scientific apparatus.

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ISLE OF MAN—cont.				
Cronkbourne - N.S. 8	£ s. d.		£ s. d.	£ s. d.
Cronk-ne-Voddy, St. John's - N.S.	48 10 0	1842	3 15 0	207 1 0
Dhoon Bridge - N.S.	*44 0 0	1836	2 0 0	
Dolby - B.S.	*150 0 0	1840		
Dolby - N.S. 8	- - -	- - -	3 17 0	158 6 4
Douglas - R.C. 8	- - -	- - -	5 4 1	132 4 0
Douglas, Thomas Street - Wes. 8	- - -	- - -	5 17 10½	148 12 0
Douglas, St. Barnabas' - N.S. 8	85 0 0	1845	35 9 6½	2,498 12 1
Douglas, St. "George's" (Athol " Street) - N.S. 9	16 13 4	1851		
Foxdale, St. Patrick's (Mining) Ch. of E. 9	- - -	- - -	18 13 9½	2,720 8 0
Grenaby - " - " - N.S. 9	100 0 0	1848	8 2 9	964 11 0
Kirk Andreas - " - " - N.S. 9	50 0 0	1850		
" - " - " - N.S. 9	*50 0 0	1835	5 14 8	446 3 0
" - " - " - N.S. 9	*72 0 0	1837	10 0 1½	519 11 0
Kirk Braddan - " - " - N.S. 8	72 6 0	1848		
Kirk German, St. John's - N.S. 8	344 0 0	1860	2 18 4½	5 6 0
Kirk Marown - " - " - Par. 8	70 0 0	1845	5 2 4	300 11 8
Kirk Maughold - " - " - Par. 8	- - -	- - -	- - -	2 14 0
Kirk Michael - " - " - N.S.	140 5 0	1854	1 10 0	
Kirk Onchan - " - " - Par. 8	67 10 0	1841		
" - " - " - " - " - Par. 8	77 0 0	1846	5 7 6	118 9 0
" - " -				

## WALES.

ANGLESEA.		£ s. d.	£ s. d.	£ s. d.
Aberffraw - Par.	285 2 0	1860	4 0 0	24 8 0
Amlwch - B.S. 6	1,146 0 0	1860	5 0 0½	125 18 4
Amlwch - N.S. 5	- - -	- - -	3 9 10½	333 19 0
Baumaris - Par. 6	- - -	- - -	5 17 10½	47 16 8
Cemaes - B.S. 5	150 0 0	1847	9 11 3½	274 16 4
" " - " "	59 11 4	1859		
Dwyran - B.S. 6	- - -	- - -	4 10 3½	129 19 8
Gaerwen - N.S. 5	171 0 0	1850	9 0 1½	108 11 8
Gaerwen - B.S. 5	- - -	- - -	1 2 3½	13 6 8
Gwalchmai - B.S. 5	240 0 0	1856	- - -	300 11 4
Gwalchmai - N.S.	*30 0 0	1840		
" " - " "	90 0 0	1856		
Heneclwys - B.S.	18 0 0	1840		
Holyhead - B.S.	*37 0 0	1836		
Holyhead - B.S. 5	354 0 0	1849	37 7 4½	2,456 6 9
" " - " "	30 15 0	1853		
" " - " "	138 4 0	1856		
" " - " "	76 0 0	1856		
" " - " "	146 0 0	1858		
Holyhead Penrhos-y-Faelw - N.S.	655 0 0	1844	4 9 0½	
" " - " "	15 6 3	1844		

a Repaid 19th February 1846.

b This school pulled down and proceeds of materials appropriated towards erecting Holyhead New Town School.



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	Amount.	Date of Payment.		
ANGLESEA—cont.				
Holyhead Town - - - N.S. 5	£ 993 12 0	1860	£ 12 14 5½	£ 844 18 4
Llanallgo - - - N.S. -	75 0 0	1846	- - -	- - -
Llandbadrig - - - Ch. of E. 5	- - -	- - -	3 5 0	149 14 4
Llanddeusant and Llanbabo - - N.S. 5	164 0 0	1849	2 19 9	384 19 6
Llandegfan - - - N.S. 5	- - -	- - -	2 7 6½	48 6 0
Llandysilio - - - N.S. 6	149 0 0	1853	2 8 11	93 5 4
Llanedwin, Duchess of Kent's S. 5	- - -	- - -	- - -	24 14 0
Llanerchymedd - - - N.S. 6	- - -	- - -	- - -	18 15 0
Llanerchymedd - - - B.S. 6	857 0 0	1860	7 10 5½	131 3 4
Llanfachreth - - - B.S. 6	- - -	- - -	2 8 0½	- - -
Llanfihangel-yn-Nhowyn - - N.S. 5	- - -	- - -	- - -	2 4 4
Llangefni - - - B.S. 5	179 15 0	1852	13 8 4½	964 19 5
" - - - " - - - " - - -	14 0 0	1855	- - -	- - -
" - - - " - - - " - - -	68 9 0	1858	- - -	- - -
Llangefni - - - N.S. 5	279 10 0	1853	3 15 8½	500 8 10
Llangeinwen - - - B.S. 6	180 0 0	1849	- - -	36 13 10
Llangristiolus - - - N.S. 5	50 0 0	1844	- - -	104 7 8
" - - - " - - - " - - -	6 0 0	1856	- - -	- - -
Llanrhyddlad - - - B.S. 8	130 0 0	1846	1 13 4	775 15 6
" - - - " - - - " - - -	80 0 0	1856	- - -	- - -
Llanrhyddlad - - - N.S. -	208 0 0	1847	3 5 8½	- - -
Llanvaelog - - - N.S. 5	121 0 0	1849	2 13 10½	147 1 8
Marian Glas - - - B.S. -	165 0 0	1847	6 10 3½	339 12 4
Penmon and Llangood - - - N.S. 5	133 0 0	1852	2 15 9½	428 1 0
Pensarn - - - N.S. -	*40 0 0	1836	2 1 6½	- - -
Rhosybol - - - B.S. 5	200 0 0	1848	7 5 10	504 8 10
" - - - " - - - " - - -	32 0 0	1858	- - -	- - -
Trevdraeth and Llangadwaladr N.S. 5	505 0 0	1860	3 18 6½	8 18 0
BRECONSHIRE.				
Abercrave - - - N.S. 7	144 10 0	1854	5 1 2½	161 7 6
Abergwessin School - - - 10	93 0 0	1851	3 1 8½	117 14 10
" - - - " - - - " - - -	6 10 0	1859	- - -	- - -
Brecon " - - - P.U. 1	- - -	- - -	- - -	10 0 0
Brecon (Archdeaconry of), Schoolmasters' Association - -	- - -	- - -	10 0 0	- - -
Brecon, St. David's - - - N.S. -	a*73 0 0	1836	- - -	- - -
Brecon, St. John's (Pendre) - N.S. 7	- - -	- - -	1 15 2½	801 7 2
Brecon, St. Mary's - - - N.S. 7	214 10 0	1850	3 0 4½	920 17 2
" - - - " - - - " - - -	9 12 6	1860	- - -	- - -
Brynmawr - - - B.S. 10	83 6 8	1856	19 2 4	888 14 0
Castle Madoc - - - B.S. 10	84 0 0	1854	1 6 8	70 15 0
Cathedine - - - N.S. 8	- - -	- - -	2 14 2	52 8 0
Cefn, Boys and Girls Sch. - 10	- - -	- - -	20 3 11½	552 19 0
Crickhowel - - - N.S. 8	- - -	- - -	4 1 6½	73 12 4
Cwmtwisch - - - N.S. -	- - -	- - -	2 15 3	- - -
Cwmtwisch, Charity School - -	- - -	- - -	2 0 0½	- - -
Devynnock (Sir J. Davey's) Endowed School - - - 8	77 0 0	1840	5 3 8½	235 16 6
" - - - " - - - " - - -	23 6 8	1855	- - -	- - -
Glasbury - - - Par. 8	- - -	- - -	- - -	14 11 8
Hay - - - N.S. 7	65 13 0	1855	8 5 1	668 1 2
Llandefaelog Vach - - - N.S. 8	25 0 0	1856	- - -	121 7 0
" - - - " - - - " - - -	116 0 0	1859	- - -	- - -
Llanelly - - - N.S. 8	*50 0 0	1836	1 4 1½	38 4 0
" - - - " - - - " - - -	6 0 0	1847	- - -	- - -
" - - - " - - - " - - -	67 10 0	1857	- - -	- - -
Llanfrynach - - - Ch. of E. 8	86 18 0	1856	- - -	37 8 0
Llangamarch - - - N.S. 8	- - -	- - -	1 1 10½	- - -
Llangasty - - - N.S. 8	- - -	- - -	- - -	132 10 0
Llangenny - - - N.S. 7	74 0 0	1848	- - -	3 9 0
Llangynidr - - - Ch. S. 7	- - -	- - -	- - -	2 5 0
Llanigon - - - N.S. -	*30 0 0	1838	- - -	- - -
Llanpspythid - - - N.S. -	74 5 0	1861	- - -	- - -
Llyswen - - - N.S. 7	134 0 0	1859	- - -	30 5 0
Talgarth - - - Ch. of E. 8	170 0 0	1860	2 14 1½	51 9 4
Talgarth - - - B.S. 10	- - -	- - -	- - -	29 17 0
Talybont - - - N.S. 8	189 7 6	1861	5 0 9½	183 1 0
Trallong - - - N.S. 8	183 12 0	1858	1 15 0½	44 15 8

a School pulled down.

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BRECONSHIRE—cont.				
Yniscedwyn (Iron Works School) -	£ 250 0 0	1844	£ 2 0 9	
Ystradgunlais - " - N.S. 8	125 0 0	1844	3 2 6½	75 1 0
CAERMARTHENSHIRE.				
Abergwili - - - N.S. 3	*80 0 0	1834	4 0 0	493 1 0
Amman Iron Works - - - B.S. 7	- - - -	- - - -	2 9 8½	62 19 0
Bettws - - - N.S. 4	55 0 0	1845	- - - -	1 10 0
- - - - - - - - - -	28 0 0	1847	- - - -	- - - -
Blaen-y-coed - - - B.S. -	- - - -	- - - -	1 16 0 ½	- - - -
Bryn - - - B.S. 8	- - - -	- - - -	2 19 9	121 15 8
Capel Cynfal - - - N.S. 4	123 0 0	1849	0 12 2	22 13 0
Capel Evan - - - B.S. -	- - - -	- - - -	6 17 9½	41 15 0
Caermarthen, Lancasterian School - - - 8	465 0 0	1850	23 9 1½	1,943 3 4
- - - - - - - - - -	21 0 0	1854	- - - -	- - - -
- - - - - - - - - -	140 0 0	1860	- - - -	- - - -
Caermarthen, "St. David's Practising School - - - 3	727 0 0	1849	13 7 11½	1,180 19 4
- - - - - - - - - -	194 0 0	1858	- - - -	- - - -
Cross Inn - - - B.S. 8	- - - -	- - - -	3 6 8	157 14 4
Cwmamman - - - N.S. 4	- - - -	- - - -	2 0 3½	186 12 4
Cwmda - - - N.S. 4	- - - -	- - - -	- - - -	2 2 0
Cwm Ivor - - - B.S. 8	- - - -	- - - -	4 6 2½	221 7 0
Cwmfelinboeth - - - N.S. 4	- - - -	- - - -	2 7 6	5 4 0
Dafen (Tin Plate Works) - - - N.S. 3	- - - -	- - - -	11 0 9½	865 2 11
Ferryside, St. Thomas' - - - Par. 4	404 0 0	1856	2 0 0½	328 7 0
Kenarth - - - N.S. -	*32 0 0	1838	- - - -	- - - -
Kidwelly - - - B.S. 7	297 0 0	1860	2 4 11½	177 2 0
Laugharne - - - N.S. 4	- - - -	- - - -	- - - -	56 5 0
Llandarog - - - N.S. 4	148 13 4	1853	1 16 10½	102 6 6
- - - - - - - - - -	50 0 0	1854	- - - -	- - - -
- - - - - - - - - -	225 19 6	1855	1 19 11½	- - - -
Llandefeilog - - - N.S. 4	- - - -	- - - -	- - - -	36 11 0
Llandilo-faur - - - N.S. 4	- - - -	- - - -	- - - -	161 4 0
Llandilo, Tabernacle - - - B.S. 8	- - - -	- - - -	- - - -	877 4 4
Llandovery - - - B.S. 8	332 0 0	1849	12 1 9½	- - - -
- - - - - - - - - -	38 10 0	1858	- - - -	- - - -
Llandovery - - - N.S. 3	300 0 0	1846	10 0 10	1,033 16 4
Llandybic - - - N.S. 4	130 0 0	1849	7 9 11½	278 3 2
Llanelly - - - N.S. -	*113 0 0	1837	- - - -	- - - -
- - - - - - - - - -	*87 0 0	1839	- - - -	- - - -
Llanelly, Boys and Girls - - - B.S. 8	250 0 0	1854	13 3 1½	1,060 7 6
- - - - - - - - - -	75 0 0	1857	- - - -	- - - -
Llanelly, Infants - - - B.S. 8	20 0 0	1852	1 14 4½	278 18 8
- - - - - - - - - -	192 0 0	1855	- - - -	- - - -
Llanelly (Copper Works) - - - B.S. 8	- - - -	- - - -	22 1 1	1,755 6 4
Llanelly, New Dock - - - B.S. 8	- - - -	- - - -	1 14 1½	38 5 0
Llanfihangel Aberbythie - - - N.S. 3	- - - -	- - - -	1 8 1	406 19 8
Llanfihangel Uwch Gwili - - - N.S. -	50 0 0	1848	- - - -	- - - -
Llangadock - - - B.S. 8	73 10 0	1852	3 10 6½	151 17 8
Llangathen - - - N.S. -	- - - -	- - - -	1 14 10½	- - - -
Llangeler - - - N.S. -	100 0 0	1850	- - - -	- - - -
Llangendeirne - - - Par. 4	- - - -	- - - -	2 9 2½	172 1 4
Llangennech - - - Ch. of E. 3	66 0 0	1851	6 6 9½	532 14 4
- - - - - - - - - -	10 0 0	1852	- - - -	- - - -
- - - - - - - - - -	58 10 0	1859	- - - -	- - - -
Llanllwch - - - N.S. 4	6 2 0	1859	- - - -	86 0 0
Llanonn - - - N.S. 4	33 0 0	1858	4 18 1	263 3 0
Llansadwrn - - - B.S. 8	- - - -	- - - -	2 12 3½	52 11 0
Llanstephan - - - N.S. 4	- - - -	- - - -	5 4 2	331 0 0
Llwynhendy - - - B.S. 8	- - - -	- - - -	4 6 9½	184 17 0
Mothfai - - - N.S. 4	- - - -	- - - -	2 14 10½	133 2 0
Mydrim - - - N.S. -	15 0 0	1846	- - - -	- - - -
Newcastle Emlyn - - - N.S. 4	118 10 0	1850	7 9 2½	247 4 0
- - - - - - - - - -	70 0 0	1857	- - - -	- - - -
Pembrey (Copper Works) - - - B.S. 8	- - - -	- - - -	- - - -	560 17 10
Rhandirmwyn - - - B.S. 7	- - - -	- - - -	2 3 4	6 12 0
Rhandirmwyn - - - N.S. 4	209 19 0	1860	- - - -	44 16 0

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CAERMARTHENSHIRE— <i>cont.</i>				
Trap - - - - N.S.	£ s. d.		£ s. d.	£ s. d.
Tregaron - - - - B.S. 7	- - - -	- - - -	1 16 11	10 8 4
Velinfoel - - - - B.S. 8	- - - -	- - - -	3 8 1	173 19 8
CAERNARVONSHIRE.				
Abereirch - - - - N.S.	*40 0 0	1836	2 0 0½	
Bangor, Infants - - - - N.S.	*72 0 0	1836		
Bangor - - - - N.S. 6	- - - -	- - - -	8 3 6½	15 12 6
Bangor, Diocesan Board	- - - -	- - - -	39 5 5	
Bangor (Garth Road) - - B.S. 5	500 0 0	1849	24 10 9	2,444 9 1
" " - - - - " "	28 8 0	1854		
" " - - - - " "	6 10 0	1854		
" " - - - - " "	132 0 0	1858		
" " - - - - " "	55 0 0	1859		
Bangor - - - - R.C.	- - - -	- - - -	1 0 0½	
Bangor, St. Paul's - - - Wes. 6	1,559 0 0	1859	4 3 4	301 16 6
Beddgelert - - - - B.S. 6	150 0 0	1851	7 11 3	456 5 4
" " - - - - " "	16 10 0	1857		
Beddgelert - - - - N.S. 6	360 0 0	1859	2 10 0	83 19 6
Bethesda - - - - B.S. 5	- - - -	- - - -	13 19 11½	779 8 0
Bettws Garmon - - - - N.S.	30 0 0	1844		
Bodfean - - - - N.S. 5	50 0 0	1844	- - -	240 7 0
Bodfeirig - - - - N.S. 5	- - - -	- - - -	6 13 8½	387 14 8
Bontnewydd - - - - N.S. 5	63 0 0	1845	3 2 6	72 0 6
" " - - - - " "	84 0 0	1850		
Bottwnog - - - - N.S.	66 0 0	1847		
" " - - - - " "	6 0 0	1847		
Bronyfoel - - - - N.S. 6	472 10 0	1846	- - -	10 8 4
Bryncreos and Rhyw - - - N.S.	*45 0 0	1837		
" " - - - - " "	29 7 8	1852		
Caernarvon - - - - B.S. 6	1,680 0 0	1859	14 0 10½	537 13 4
Caernarvon, Model School Ch. of E. 5	*100 0 0	1837	19 8 10½	2,716 8 10
" " " " - - - - " "	716 0 0	1844		
" " " " - - - - " "	250 0 0	1848		
" " " " - - - - " "	39 16 10	1859		
Clynnog - - - - N.S. 5	163 0 0	1850	- - -	124 19 6
Conway - - - - N.S. 5	*108 0 0	1840	18 10 8½	1,651 13 0
" " - - - - " "	54 0 0	1852		
Deiniolen - - - - B.S. 6	741 0 0	1856	15 5 6½	870 3 4
Dinorwic - - - - B.S. 5	- - - -	- - - -	6 4 0	231 6 4
Dolbadarn - - - - B.S. 6	- - - -	- - - -	7 9 7½	374 2 2
Dwygyfylchi - - - - N.S. 5	190 0 0	1848	6 4 3	160 12 8
Edern - - - - N.S. 6	90 0 0	1847	3 16 11½	171 13 8
Eglwys Rhos - - - - N.S. 6	- - - -	- - - -	2 2 1	40 5 4
Glan-Ogwen - - - - N.S. 5	208 5 0	1853	5 4 2	583 19 8
Llanbedr and Caerhaen - - N.S.	*47 0 0	1835		
Llandegai - - - - N.S. 7	- - - -	- - - -	2 4 3½	144 17 8
Llandiniorwig - - - - N.S. 6	633 0 0	1856	3 6 8½	212 15 8
Llandudno - - - - N.S. 5	120 0 0	1846	15 11 5	592 17 8
" " - - - - " "	175 0 0	1855		
Llandwrog - - - - N.S. 5	199 15 0	1854	1 19 0½	312 18 10
Llanengan - - - - B.S. 6	191 0 0	1848	- - -	45 14 0
" " - - - - " "	44 12 0	1858		
Llanengan - - - - N.S. 6	118 0 0	1846	2 19 2½	11 5 0
" " - - - - " "	39 0 0	1847		
Llanfair-is-Gaer - - - - N.S. 6	75 0 0	1845	- - -	54 1 0
" " - - - - " "	112 0 0	1861		
Llanfair Vechan - - - - N.S. 10	180 0 0	1850	- - -	130 4 4
Llangelynnin Gyffin - - - N.S. 7	80 0 0	1844	1 5 5½	10 10 0
Llangwnadlo - - - - N.S.	149 10 0	1859		
Llanicystyn - - - - N.S. 5	40 0 0	1843	- - -	174 5 0
" " - - - - " "	17 0 0	1844		
" " - - - - " "	25 0 0	1858		
Llanllechid - - - - B.S. 5	- - - -	- - - -	1 6 61	442 1 4
Llanllechid - - - - N.S. 5	101 0 0	1848	13 6 9½	420 10 4
" " - - - - " "	46 13 4	1855		
Llanmor - - - - N.S. 5	44 0 0	1855	- - -	66 13 1
Llanrug - - - - N.S. 7	- - - -	- - - -	- - -	12 10 0



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
CAERNARVONSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Llanystymdwy - - - N.S. 5	91 7 6	1853	2 16 2½	307 6 4
Nant Peris - - - B.S. 6	229 10 0	1857	2 16 8½	154 17 8
Nevyn - - - N.S. -	*62 0 0	1840	2 0 1½	
	25 0 0	1844		
Nevyn - - - B.S. 6	- - - -	-	- - -	61 2 8
Pantglas - - - N.S. 6	355 0 0	1859	- - -	56 15 0
Penmachno - - - N.S. 12	232 0 0	1858	3 0 0	188 2 8
Portmadoc - - - N.S. 6	624 0 0	1857	5 17 9	245 4 4
Pwllheli - - - N.S. 5	200 0 0	1844	6 16 4½	818 2 4
" - - - " - - -	70 0 0	1849		
" - - - " - - -	6 0 0	1856		
Pwllheli, Trod-yr-Allt Free - B.S. 6	707 0 0	1859	5 4 5½	282 1 4
Roe Wen - - - B.S. 5	200 0 0	1849	3 3 7½	265 17 4
Talysarn - - - B.S. 7	- - - -	-	2 18 4	10 17 1
Tre and Port Madoc - - - B.S. 6	*60 0 0	1840	7 1 9½	226 12 4
	53 10 0	1840		
Tydweilog - - - N.S. 6	- - - -	-	- - -	3 2 0
Twthill - - - N.S. -	200 0 0	1848		
	6 0 0	1852		
Tyntur - - - N.S. 5	- - - -	-	10 8 7½	637 18 4
Vaynol - - - N.S. 6	373 10 0	1860	2 4 8	88 12 0
Waenfawr - - - N.S. 5	*93 0 0	1838	- - -	52 19 0
Waenfawr - - - B.S. 5	- - - -	-	2 15 0½	59 16 0
CARDIGANSHIRE.				
Aberaron - - - N.S. 7	266 0 0	1849	5 4 10	165 8 0
Aberbank - - - N.S. 7	157 0 0	1849	5 8 9½	204 3 0
Aberporth - - - N.S. 8	78 10 0	1853	1 6 8½	54 2 0
	8 10 0	1853		
Aberystwith - - - N.S. 7	- - - -	-	2 8 8½	117 17 0
Bangor Chapel - - - N.S. 7	139 15 0	1854	1 9 10	69 7 0
Borth - - - N.S. -	100 0 0	1842		
" - - - " - - -	8 0 0	1846		
Cardigan - - - B.S. 8	- - - -	-	4 2 11½	344 17 8
Cardigan, St. Mary's - N.S. 7	322 0 0	1849	9 7 6½	1,278 12 0
	12 10 0	1861		
Henfynyw - - - N.S. -	*13 0 0	1836		
Lampeter, Pont Stephen - N.S. 7	119 5 0	1850	4 13 9	317 10 4
	83 19 0	1858		
Llanarth and Llanina - - N.S. 7	306 0 0	1861	3 10 10½	23 18 0
Llancynfelin - - - Ch. of E. 8	174 4 0	1858	- - -	14 14 0
Llanddewi Aberarth - - N.S. -	*40 0 0	1840	2 18 8	15 13 0
	- - - -	-	4 19 4½	410 0 6
Llandygydd - - - N.S. 7	78 0 0	1850		
Llandyssil - - - B.S. -	112 10 0	1852	6 1 11½	141 15 10
	25 0 0	1852		
Llangeitho - - - N.S. -	82 0 0	1847		
Llangranog - - - N.S. -	52 10 0	1846	0 19 0	
	15 0 0	1847		
Llangoedmore - - - Ch. of E. 7	84 10 0	1849	3 2 0	215 1 0
	59 10 0	1849		
	*40 0 0	1835		
Llanllwchaearn - - - N.S. -	- - - -	-	1 18 9	
Llanrhystydd - - - B.S. -	- - - -	-	1 0 5	1 10 0
Llanychairn, Chancery - Ch. of E. -	- - - -	-	2 4 2½	
Llwyndafydd - - - B.S. -	153 0 0	1855	3 6 8½	16 10 0
Llwyny-Groes - - - B.S. 8	- - - -	-	5 17 3½	562 9 0
New Quay - - - B.S. 8	- - - -	-	- - -	
Penbryn - - - Ch. of E. -	106 0 0	1859	- - -	
Penllwyn - - - B.S. 8	- - - -	-	6 2 11½	440 3 10
Pen-y-parke - - - N.S. 7	224 0 0	1847	6 11 11½	1,050 10 5
	12 19 7	1864		
" - - - B.S. 7	- - - -	-	- - -	10 5 0
Ponterwyd - - - B.S. 7	- - - -	-	2 6 8½	28 0 0
Tregaron - - - B.S. 7	- - - -	-	- - -	

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	Amount.	Date of Payment.				
DENBIGHSHIRE.						
Abergele - - - N.S.	£ 70 0 0	s. -	d. -	1838	£ 3 2 6	189 10 0
Berse Drelincourt - - - N.S. 12	- - -	- - -	- - -	- - -	- - -	4 10 0
Bersham - - - N.S.	76 10 0	-	-	1856	- - -	- - -
Bettws-in-Rhos - - - Ch. of E.	- - -	- - -	- - -	- - -	2 6 7½	- - -
Blaenan Llangernyn - - - B.S. 6	200 0 0	-	-	1849	5 11 3	212 10 8
	43 13 6	-	-	1858	- - -	- - -
Brymbo and Broughton - - - B.S. 8	1,072 0 0	-	-	1861	14 1 0	36 19 8
Brymbo - - - N.S. 11	373 0 0	-	-	1852	11 11 6½	501 6 4
Capel Garmon - - - N.S. 11	- - -	- - -	- - -	- - -	1 8 5	2 15 0
Cefn Meriadog - - - N.S. 12	- - -	- - -	- - -	- - -	- - -	4 5 0
Chirk - - - B.S. 6	- - -	- - -	- - -	- - -	3 15 0	549 3 4
Chirk - - - N.S. 11	100 0 0	-	-	1844	6 1 8½	213 13 4
	11 0 0	-	-	1845	- - -	- - -
Colwyn - - - N.S. 5	100 0 0	-	-	1849	3 17 6½	94 5 6
Denbigh - - - N.S. 11	392 0 0	-	-	1848	9 5 2½	610 18 4
	10 18 4	-	-	1857	- - -	- - -
Denbigh - - - B.S. 8	400 0 0	-	-	1846	15 8 3	1,167 4 6
" - - - "	12 0 0	-	-	1851	- - -	- - -
" - - - "	24 0 0	-	-	1854	- - -	- - -
Eglwysfach - - - N.S. 11	*75 0 0	-	-	1836	4 3 3½	432 10 8
Gresford - - - N.S. 12	*100 0 0	-	-	1838	6 10 11½	489 4 8
Gwersyllt - - - N.S. 11	87 0 0	-	-	1852	9 4 2½	413 17 8
	641 2 1	-	-	1853	- - -	- - -
Gyffylliog - - - N.S.	180 0 0	-	-	1859	- - -	- - -
Henllan - - - N.S. 12	- - -	- - -	- - -	- - -	2 1 8	134 9 8
Llanarmon Dyffrin Ceiriog - - - N.S. 12	20 0 0	-	-	1844	- - -	1 17 0
Llanarmon-in-Yale - - - N.S. 12	- - -	- - -	- - -	- - -	2 16 3½	175 16 0
Llanddulas - - - N.S. 12	- - -	- - -	- - -	- - -	1 7 6½	4 16 0
Llandyrnog - - - N.S. 11	*50 0 0	-	-	1838	6 11 2½	448 0 4
	132 0 0	-	-	1855	- - -	- - -
Llanellidan - - - N.S.	70 0 0	-	-	1846	1 1 7½	- - -
	8 10 0	-	-	1859	- - -	- - -
Llanfair Talhaiarn - - - N.S. 11	*50 0 0	-	-	1836	5 1 0½	360 17 0
	35 0 0	-	-	1850	- - -	- - -
Llanferres - - - N.S. 11	55 0 0	-	-	1847	3 7 5	393 4 4
" - - - "	40 0 0	-	-	1856	- - -	- - -
Llangedwin - - - N.S. 12	- - -	- - -	- - -	- - -	- - -	238 8 2
Llangerniew - - - Par. 12	- - -	- - -	- - -	- - -	2 6 7½	15 5 0
Llangollen - - - B.S. 6	275 0 0	-	-	1848	3 6 4½	1,061 15 10
" - - - "	8 16 0	-	-	1854	- - -	- - -
" - - - "	21 13 0	-	-	1858	- - -	- - -
Llangollen - - - N.S. 11	103 0 0	-	-	1842	41 11 2½	661 8 10
" - - - "	18 0 0	-	-	1852	- - -	- - -
Llangollen - - - Infant S. 11	- - -	- - -	- - -	- - -	- - -	2 8 9
Llanrhaiadr-yng-hghin-meirch - - - N.S. 11	- - -	- - -	- - -	- - -	4 3 6	337 2 0
Llanrhaiadr-yn-Mochnant - - - B.S. 7	- - -	- - -	- - -	- - -	2 9 9½	22 10 0
Llanrhaiadr-yn-Mochnant - - - N.S. 11	352 0 0	-	-	1859	- - -	2 3 0
Llanrwst - - - B.S. 5	227 14 0	-	-	1847	5 1 8	436 4 4
Llanrwst - - - N.S. 11	296 0 0	-	-	1847	9 10 8½	844 10 4
" - - - "	17 0 0	-	-	1856	- - -	- - -
Llansaintfraid Glan Conway, or Brynrhys - - - N.S. 11	*50 0 0	-	-	1835	7 2 5½	576 19 4
	468 0 0	-	-	1857	- - -	- - -
Llansaintfraid Glyn Ceiriog - - - N.S. 12	*64 0 0	-	-	1839	2 18 4½	8 19 0
	83 0 0	-	-	1859	- - -	- - -
Llansannan - - - N.S. 12	260 0 0	-	-	1858	1 10 4	13 0 0
Llantysilio - - - Par. 12	258 0 0	-	-	1860	- - -	59 10 5
Minera - - - N.S. 11	373 0 0	-	-	1852	12 2 4½	689 17 8
Nantglyn - - - N.S. 11	227 0 0	-	-	1859	4 1 7½	28 1 8
Rhos-Llanerchrugog - - - N.S. 11	200 0 0	-	-	1844	11 18 11½	847 4 6
" - - - "	66 0 0	-	-	1846	- - -	- - -
" - - - "	79 0 0	-	-	1856	- - -	- - -
Rhos-y-medre - - - N.S.	- - -	- - -	- - -	- - -	1 0 0½	30 0 0
Ruabon - - - N.S. 11	366 0 0	-	-	1848	7 13 4	641 7 0
" - - - "	121 0 0	-	-	1856	- - -	- - -
" - - - "	30 2 9	-	-	1856	- - -	- - -
" - - - "	22 10 0	-	-	1860	- - -	- - -
Ruthin - - - B.S. 5	618 0 0	-	-	1848	22 9 4½	1,530 4 10
" - - - "	74 2 9	-	-	1856	- - -	- - -

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DENBIGHSHIRE—cont.					
Ruthin	N.S. 11	£ 361 0 0	1849	£ 7 1 4½	£ 684 6 4
"	"	47 18 0	1855		
"	"	9 5 0	1860		
Trefnant, Trinity	N.S.	233 0 0	1861	2 10 0½	
Wrexham	N.S. 1	*125 0 0	1838	5 3 0	125 6 0
"	"	14 0 0	1841		
"	"	150 0 0	1850		
"	"	10 12 6	1854		
Wrexham, Brook Street	B.S. 6	- - - - -	- - - - -	3 10 10	901 4 6
Wrexham, Chester Street	B.S.	150 0 0	1841	2 16 8	
Ysppyty	N.S. 11	216 0 0	1858	2 1 2	88 1 8
FLINTSHIRE.					
Asaph, St.	N.S. 1	15 0 0	1856	8 2 1½	414 15 4
Asaph, St. (Girls)	N.S. 1	- - - - -	- - - - -	- - - - -	16 0 0
Asaph, St.	R.C. 6	- - - - -	- - - - -	- - - - -	198 9 2
Bagillt	N.S. 1	150 0 0	1841	6 15 2	292 12 4
"	"	30 0 0	1844		
Bistre-in-Mold	N.S.	100 0 0	1842		
"	"	36 10 0	1860		
Bodvari	N.S. 3	360 0 0	1861	1 0 9	25 8 0
Broughton	N.S. 1	- - - - -	- - - - -	- - - - -	19 9 0
Brynford	N.S. 2	198 8 6	1853	4 12 5	205 9 10
Buckley, Lane End	N.S. 1	- - - - -	- - - - -	1 13 3½	51 5 0
Buckley, St. Matthew's	N.S. 1	411 4 0	1849	11 14 6	1,152 12 8
"	"	222 0 0	1857		
Cilcain	N.S. 2	65 0 0	1843	3 2 9½	87 19 0
Dyserth	N.S.	- - - - -	- - - - -	2 3 9½	
Flint	N.S. 1	20 0 0	1844	10 13 4½	864 15 8
"	"	38 0 0	1855		
"	"	1,048 4 0	1859		
Flint	R.C. 6	- - - - -	- - - - -	- - - - -	10 14 7
Gorsedd	N.S.	82 17 6	1854		
Gwernafield	N.S. 1	*100 0 0	1838	7 15 8½	331 9 0
"	"	30 0 0	1850		
"	"	300 0 0	1858		
"	"	144 10 0	1858		
Halkyn	Ch. of E. 2	- - - - -	- - - - -	4 3 4½	165 18 0
Hawarden	Ch. of E. 2	- - - - -	- - - - -	- - - - -	56 4 8
Hawarden, St. John's	N.S. 2	*125 0 0	1838	5 8 5½	17 16 0
Hawarden (Girls)	N.S.	- - - - -	- - - - -	1 2 3½	
Holywell	N.S. 1	83 0 0	1855	13 9 10½	938 4 4
Holywell	P.U.	- - - - -	- - - - -	- - - - -	5 0 0
Holywell, St. Winifred's	R.C. 6	- - - - -	- - - - -	2 17 9½	72 7 8
Leeswood District	Ch. of E.	405 0 0	1859	5 6 8½	
Lixwm	B.S. 5	204 0 0	1849	14 10 2½	697 12 8
"	"	37 6 8	1856		
Llanasa	Par. 2	390 0 0	1859	3 0 2½	42 1 4
Meliden	N.S. 1	200 0 0	1843	6 2 11	519 13 8
"	"	55 0 0	1856		
Mold	N.S. 1	452 10 0	1850	21 0 9½	1,593 19 0
"	"	18 15 0	1856	14 18 0	
"	"	9 0 0	1857		
Mold	B.S. 6	180 0 0	1846	10 4 0	1,179 1 6
"	"	105 0 0	1856		
"	"	250 0 0	1847		
Mostyn	N.S.	- - - - -	- - - - -	5 5 6½	209 5 0
Newmarket	Par. 1	- - - - -	- - - - -	2 18 4½	
Northop	N.S. 1	- - - - -	- - - - -	- - - - -	65 6 0
Pantasaph	R.C. 6	- - - - -	- - - - -	- - - - -	17 13 4
Pont-Bleiddyn (b)	N.S. 2	*75 0 0	1836	- - - - -	24 11 9
Redbrook, Village School	-	- - - - -	- - - - -	- - - - -	20 16 8
Rhosemor	N.S. 1	305 0 0	1859	3 0 3½	43 19 9
Rhuddlan, Boys	N.S. 1	18 0 0	1856	9 18 3½	630 19 0
Rhuddlan, Girls	Par. 1	- - - - -	- - - - -	2 6 1½	405 3 7
Rhyl	N.S. 2	51 0 0	1842	20 9 3	463 10 6
"	"	501 0 0	1858		
Rhyl	R.C. 6	- - - - -	- - - - -	- - - - -	50 13 4

a Scientific apparatus.

b School pulled down, and proceeds of materials appropriated towards erecting a new school at Leeswood.



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FLINTSHIRE— <i>cont.</i>					
Talacre	R.C. 6	£ 670 0 0	1859	£ 6 11 8	£ 354 1 4
Threapwood	N.S. 2	- - - - -	- - - - -	4 6 8½	6 3 0
Trenddyn	N.S. 2	70 0 0	1844	2 1 10½	18 9 0
		24 15 0	1860		
Wepre, St. Mark's (Northop)	N.S. 2	*100 0 0	1837	7 17 3½	173 11 8
"	"	50 0 0	1846		
"	"	7 0 0	1855		
Whitford	N.S. 1	- - - - -	- - - - -	8 19 3	679 7 6
		- - - - -	- - - - -	all 11 4	
Ysceiog	N.S. 1	120 15 0	1852	4 8 8	226 9 0
GLAMORGANSHIRE.					
Aberavon	N.S. 3	172 10 0	1854	7 6 8½	264 17 8
Aberdare	B.S. 10	350 0 0	1859	8 13 9½	709 10 6
Aberdare, Town	N.S. 2	285 15 0	1851	6 9 8½	757 13 2
Aberdare	Wes. 10	- - - - -	- - - - -	3 5 3½	56 11 6
Bettws	N.S. -	71 0 0	1850	1 4 3	
Bishopston and Pennard	N.S. -	216 0 0	1851		
Black Pill, Infants	B.S. 5	- - - - -	- - - - -	1 8 8	6 10 0
Bride, St., Major	N.S. 2	*30 0 0	1840	1 15 1	773 0 8
		27 0 0	1845		
Bridgend	N.S. 2	- - - - -	- - - - -	11 8 9	738 13 8
Bridgend	Wes. 5	- - - - -	- - - - -	1 15 4	338 19 10
Briton Ferry	N.S. 3	434 0 0	1858	4 6 0½	136 15 0
Bryncethin	N.S. -	233 0 0	1860		
Bryncoek	N.S. 3	173 0 0	1858	4 3 4½	26 2 0
		85 0 0	1860		
Cadoxton-juxta-Neath	N.S. 2	152 0 0	1849	5 5 1½	779 10 2
"	"	201 0 0	1852		
		57 0 0	1859		
Cadoxton, Merthyr-dovan	N.S. -	56 0 0	1847	1 0 0	
Cadoxton, Neath, Higher	N.S. -	418 16 0	1861		
Canton	N.S. 2	270 0 0	1858	1 16 0½	166 4 0
Cardiff, Bute Docks	B.S. 5	- - - - -	- - - - -	6 12 1½	162 11 0
Cardiff	Wes. 5	- - - - -	- - - - -	20 4 2½	1,316 1 6
Cardiff	R.C. 6	720 0 0	1856	38 7 5	1,049 4 0
Cardiff, Ragged and Industrial	Sch. 7	- - - - -	- - - - -	1 12 4	351 0 0
Cardiff, St. John's	N.S. 3	- - - - -	- - - - -	5 19 3	266 11 0
Cardiff, St. Mary's	N.S. 3	380 0 0	1848	31 19 7½	1,599 6 8
"	"	33 0 0	1849		
"	"	40 0 0	1849		
"	"	260 0 0	1861		
Cowbridge	N.S. 3	*45 0 0	1839	- - - - -	212 12 4
		12 15 0	1855		
Coychurch	N.S. -	*20 0 0	1837		
		27 10 0	1851		
Crynant	N.S. -	228 0 0	1858	5 0 0½	
Cwmbach	N.S. 3	200 0 0	1850	11 0 11½	367 3 4
Cwmllynfell	B.S. 5	- - - - -	- - - - -	- - - - -	26 4 0
Cyfarthfa, Girls' School	- 10	- - - - -	- - - - -	- - - - -	186 12 0
Cyfarthfa	N.S. 2	46 0 0	1855	14 12 11	380 15 8
Cyfarthfa, George Town	N.S. -	- - - - -	- - - - -	9 4 2½	
Cymmer	N.S. 3	403 0 0	1858	3 3 5½	212 14 8
Dinas Colliery School	- 10	- - - - -	- - - - -	6 17 6½	121 9 0
Dowlais Schools	- 8	- - - - -	- - - - -	77 17 2	2,877 0 4
Dowlais, St. Mary's	R.C. 6	293 0 0	1861	3 19 11	157 10 6
Duffryn School	- 10	652 0 0	1857	14 6 11½	593 15 4
Fagan's, St., Castle, Lady Clive's	N.S. 4	- - - - -	- - - - -	5 6 8	113 15 0
Fagan's, St., District	N.S. 3	713 0 0	1858	2 8 4	15 12 8
Gellifaelog	B.S. 8	- - - - -	- - - - -	- - - - -	1,018 10 4
Gelligaled	B.S. 10	- - - - -	- - - - -	- - - - -	9 0 0
Gellygaer, Endowed School	- 3	- - - - -	- - - - -	- - - - -	315 0 0
Giant's Grave	B.S. -	96 0 0	1842	1 13 10½	
Glamorganshire Reformatory	- -	- - - - -	- - - - -	- - - - -	114 7 7
Glyntaff	N.S. 3	180 0 0	1856	5 10 0½	152 18 4
Grange Town	N.S. 4	293 2 6	1861	- - - - -	34 9 0
Hafod Copper Works School	- 8	- - - - -	- - - - -	- - - - -	2,068 8 8
Hirwain	N.S. 10	- - - - -	- - - - -	- - - - -	229 19 0

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
		Amount.	Date of Payment.		
GLAMORGANSHIRE— <i>cont.</i>					
		£ s. d.		£ s. d.	£ s. d.
Kilvey Copper Works School -	7	- - -	- - -	10 6 0 $\frac{3}{4}$	602 17 0
Llandaff -	N.S. 3	29 0 0	1856	3 18 6 $\frac{3}{4}$	310 16 0
Llandeilo Talybont, or Pontard- dulais -	N.S. 3	128 0 0	1846	3 1 8 $\frac{1}{4}$	292 1 8
" " " -	"	10 0 0	1851	- - -	- - -
" " " -	"	9 0 0	1856	- - -	- - -
" " " -	"	3 7 6	1856	- - -	- - -
" " " -	"	57 0 0	1859	- - -	- - -
Llanfabon -	N.S. 3	288 0 0	1850	- - -	66 11 8
Llangyfelach -	N.S.	35 0 0	1846	- - -	- - -
" " " -	"	3 0 0	1846	- - -	- - -
" " " -	"	10 0 0	1847	- - -	- - -
Llantrisant -	N.S. 2	- - -	- - -	5 4 6	691 18 4
Llantwit, Major -	N.S. 3	- - -	- - -	2 19 2	133 2 0
Llanwonno -	N.S. 3	298 4 0	1856	4 17 8 $\frac{1}{2}$	167 19 4
Llwydcoed -	B.S.	- - -	- - -	3 19 9 $\frac{1}{2}$	- - -
Loughor -	Par. 2	169 18 0	1854	10 5 1 $\frac{3}{4}$	732 5 4
" " " -	"	- - -	- - -	8 13 4	- - -
Maesteg Iron Works School -	8	- - -	- - -	12 5 0 $\frac{1}{2}$	878 1 11
Maesteg, Llynvi Iron Works School -	5	- - -	- - -	35 5 0 $\frac{1}{4}$	1,422 15 6
Maesteg, or Llangoyndd (Spel- ter Works) -	B.S.	- - -	- - -	- - -	43 15 0
Maindy -	Ch. of E. 3	314 0 0	1860	- - -	39 6 9
Merthyr Tydvil, St. David's -	N.S. 2	300 0 0	1849	8 18 3 $\frac{1}{2}$	1,197 16 0
" " " -	"	108 15 2	1852	- - -	- - -
" " " -	"	25 0 0	1858	- - -	- - -
Morriston -	B.S.	*150 0 0	1837	- - -	- - -
Mumbles -	B.S. 5	*30 0 0	1839	3 15 9 $\frac{3}{4}$	480 13 4
Nantgarw -	N.S.	75 0 0	1846	- - -	- - -
Neath, Alderman Davies' Charity -	2	1,150 0 0	1858	15 13 2 $\frac{1}{2}$	472 15 8
Neath Abbey -	B.S. 5	140 0 0	1861	5 17 6 $\frac{1}{4}$	273 8 10
Neath, School Society's -	B.S. 5	635 0 0	1858	7 11 7 $\frac{1}{4}$	411 7 8
Newton Nottage -	N.S.	96 0 0	1848	2 17 7 $\frac{1}{4}$	241 13 8
Nicholas, St. -	N.S. 2	- - -	- - -	3 7 2 $\frac{1}{4}$	165 12 2
Penclawdd -	N.S. 5	58 0 0	1843	- - -	82 11 0
Penclawdd -	B.S.	- - -	- - -	3 6 8 $\frac{1}{2}$	- - -
Penmark -	N.S.	70 0 0	1847	- - -	6 4 0
Pentrechwyth, Infant School -	5	- - -	- - -	1 10 9 $\frac{3}{4}$	124 5 0
Pentyrch -	N.S.	*32 0 0	1836	- - -	- - -
Pen-y-darran Iron Company Ch. of E.	-	- - -	- - -	1 14 5	- - -
Pontardawe -	N.S. 3	432 0 0	1857	3 9 3 $\frac{1}{2}$	104 19 0
Pontypridd -	Wes. 10	- - -	- - -	4 3 4	209 1 6
Pyle, Bryndu Colliery School -	2	- - -	- - -	19 0 11	695 14 8
Resolven, Village School -	-	- - -	- - -	1 13 4	- - -
Ruddry -	N.S.	25 0 0	1843	- - -	- - -
" " " -	"	15 0 0	1844	- - -	- - -
Sketty, St. Paul's -	N.S. 3	- - -	- - -	7 5 3	214 12 8
Sketty, Infants -	B.S.	- - -	- - -	- - -	29 10 0
Skewen -	N.S. 3	- - -	- - -	6 18 6 $\frac{1}{4}$	25 15 0
Swansea -	Ch. of E. 2	1,143 0 0	1848	51 10 7 $\frac{1}{4}$	2,560 7 4
" " " -	"	5 12 0	1849	a19 7 10	- - -
" " " -	"	6 4 0	1850	- - -	- - -
Swansea, Boys, (Goat Street) B.S. -	5	203 8 0	1854	19 7 7 $\frac{1}{4}$	1,384 8 0
Swansea, Girls, (Queen Street) B.S. -	5	170 13 4	1858	9 10 5 $\frac{1}{4}$	875 10 4
Swansea, St. David's -	R.C. 6	- - -	- - -	3 0 0 $\frac{1}{2}$	181 5 0
Swansea, St. Peter's -	N.S. 2	363 12 0	1858	4 9 6	176 19 0
Swansea (South) -	N.S.	714 8 0	1861	- - -	- - -
Swansea, Upper -	N.S.	- - -	- - -	- - -	16 10 0
Tondŷ Iron Works -	B.S. 5	- - -	- - -	3 15 2	288 10 11
Treherbert -	B.S. 11	- - -	- - -	1 14 1	64 16 0
Tydvils Well -	B.S. 10	- - -	- - -	6 9 11 $\frac{1}{4}$	221 10 0
Whitechurch -	Ch. of E.	498 16 3	1861	- - -	- - -
Wick -	N.S.	20 0 0	1848	1 0 0 $\frac{1}{4}$	- - -
Ystalyfera -	N.S. 3	- - -	- - -	20 0 4 $\frac{1}{2}$	784 8 4
Ystradfydwy (Treherbert) -	N.S.	494 8 0	1861	- - -	- - -

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	Amount.	Date of Payment.		
MERIONETHSHIRE.				
	£ s. d.		£ s. d.	£ s. d.
Aberdovey School - - - - -	8 - - -	- - -	5 2 5½	271 16 6
Aberllefenny - - - - - B.S.	7 - - -	- - -	2 18 4½	102 4 0
Bala - - - - - B.S.	6 511 4 0	1856	6 13 7½	405 19 8
Bala - - - - - N.S.	8 - - -	- - -	- - -	43 12 0
Barmouth - - - - - N.S.	8 *100 0 0	1842	7 16 0	470 2 6
- - - - -	10 0 0	1854	- - -	- - -
Brynecrug - - - - - B.S.	108 0 0	1846	3 6 7½	45 10 0
Corwen - - - - - N.S.	8 - - -	- - -	1 10 10	41 9 8
Corwen - - - - - B.S.	6 404 0 0	1857	8 11 8½	291 8 6
Cynwyd - - - - - N.S.	8 - - -	- - -	- - -	8 15 0
Dolgelly - - - - - B.S.	6 - - -	- - -	10 10 3½	629 4 6
Dolgelly - - - - - N.S.	8 277 0 0	1847	3 17 5½	703 5 4
Dyffryn - - - - - B.S.	6 199 6 0	1861	9 12 5	589 16 0
Festiniog - - - - - B.S.	6 - - -	- - -	7 11 10½	519 14 4
Festiniog, Slate Quarries - -	6 125 0 0	1850	15 8 9¾	746 14 9
- - - - -	37 0 0	1857	- - -	- - -
Festiniog and Maentwrog - -	8 - B.S. 38 17 3	1855	2 13 4	385 9 8
Glanrafon - - - - - B.S.	80 0 0	1849	- - -	- - -
Glyndifydwy, Infants - - -	7 35 0 0	1843	- - -	3 0 0
Harlech, Charity - - - Ch. of E.	8 - - -	- - -	- - -	1 13 0
Llandrillo - - - - - B.S.	130 0 0	1849	1 2 8½	- - -
- - - - -	27 13 4	1858	- - -	- - -
Llanelltyd - - - - - Ch. of E.	8 - - -	- - -	- - -	12 8 0
Llanenddwyn - - - - - N.S.	- - -	- - -	- - -	- - -
Llanfawr - - - - - N.S.	- *50 0 0	1836	- - -	- - -
Llanfrothen - - - - - N.S.	8 243 0 0	1858	1 15 10½	36 3 0
Llansantffraid (near Corwen) -	8 - - -	- - -	- - -	65 8 2
Llangelynin Arthog - - - -	N.S. 50 0 0	1846	1 0 0	- - -
Llansantffraid, Glyndyfrdwy -	N.S. 278 0 0	1859	- - -	- - -
Mallwyd - - - - - N.S.	130 0 0	1860	- - -	- - -
Penrhyn-den-Draeth - - - -	6 B.S. 309 0 0	1855	2 0 6½	515 5 0
Talsarnau - - - - - B.S.	282 0 0	1861	- - -	- - -
Talybont - - - - - B.S.	73 0 0	1841	- - -	- - -
Towyn and Pennal - - - - -	6 B.S. 90 0 0	1840	4 18 11½	480 0 2
Trawsfynydd - - - - - N.S.	8 25 0 0	1844	5 18 5½	692 6 10
" - - - - -	45 0 0	1852	- - -	- - -
MONTGOMERYSHIRE.				
Berriew, Endowed - - - - -	N.S. 10 - - -	- - -	5 16 5½	808 4 2
Buttington - - - - - N.S.	- *33 0 0	1838	1 5 8	- - -
Bwlch-y-Cibans - - - - -	10 N.S. 122 8 0	1855	2 12 8½	6 5 0
Carno - - - - - B.S.	36 0 0	1852	2 1 8½	48 2 0
Castle Caereinion - - - - -	10 N.S. - - -	- - -	1 18 2½	186 7 6
Cemmes - - - - - B.S.	8 17 13 0	1856	2 7 6	304 14 4
Churchstoke - - - - - N.S.	10 150 0 0	1848	- - -	422 9 6
- - - - -	46 5 8	1854	- - -	- - -
Darowen - - - - - N.S.	60 0 0	1841	0 16 0½	- - -
Dylife - - - - - N.S.	10 128 0 0	1859	2 5 10	70 12 6
Forden - - - - - N.S.	9 105 0 0	1849	- - -	20 9 0
Garthbeibio - - - - - N.S.	10 - - -	- - -	2 5 0½	55 16 0
Llanbrynmair - - - - - B.S.	- - -	- - -	1 16 8	- - -
Llanbrynmair - - - - - N.S.	10 150 0 0	1857	2 4 1½	16 10 0
Llandrinio - - - - - Par. 10	- - -	- - -	- - -	6 5 0
Llandysilio - - - - - N.S.	- *30 0 0	1835	- - -	- - -
Llandyssil - - - - - N.S.	10 - - -	- - -	- - -	10 8 4
Llanfair Caereinion - - - - -	N.S. 10 100 0 0	1852	4 10 0½	233 14 0
Llanfair Caereinion - - - - -	8 B.S. 183 0 0	1850	4 0 0	89 9 0
Llanfechan - - - - - N.S.	10 - - -	- - -	1 0 4	53 8 8
Llanfyllin - - - - - N.S.	10 70 0 0	1843	5 5 10	757 19 8
Llanfyllin - - - - - B.S.	7 219 0 0	1854	8 16 4¾	176 1 8
- - - - -	29 2 8	1860	- - -	- - -
Llanidloes - - - - - N.S.	10 240 0 0	1845	10 16 7½	1,223 4 6
- - - - -	13 0 0	1850	- - -	- - -
- - - - -	34 5 0	1852	- - -	- - -
Llanllwchaearn - - - - -	N.S. 10 - - -	- - -	2 12 6½	158 17 0
Llanwnog - - - - - N.S.	10 72 0 0	1853	6 0 0	180 12 8
Llanwyddelan - - - - - N.S.	- 87 4 0	1856	- - -	0 16 0



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MONTGOMERYSHIRE—cont.				
Machynlleth - - - N.S. 10	£ 39 s. 9 d.	1849	£ 4 s. 6 d.	£ 959 s. 14 d.
" - - - " - - - "	16 0 0	1854		
" - - - " - - - "	36 0 0	1859		
Meifod - - - N.S. 10	- - -	- - -	1 16 5½	25 7 4
Montgomery, Church School- masters' Association - - -	- - -	- - -	3 0 0½	
Newtown - - - N.S. 10	300 0 0	1847	11 7 1½	938 12 2
" - - - " - - - "	84 8 0	1854		
Newtown - - - B.S. 8	210 0 0	1847	10 19 2	766 6 0
" - - - " - - - "	60 0 0	1856		
Penybontfawr - - - N.S. 11	274 0 0	1859	1 17 6	15 0 0
Trelystan - - - " - - - 10	- - -	- - -	- - -	1 15 0
Welshpool, Boys and Girls - - - N.S. 10	100 0 0	1855	- - -	2,004 15 5
Welshpool, Infants - - - N.S. 115	0 0	1851	- - -	8 5 0
Welshpool, The Belan - - - N.S. 60	0 0	1842	6 12 2½	
PEMBROKESHIRE.				
Amroth - - - N.S. 210	3 4	1860		
Burton - - - N.S. 6	- - -	- - -	1 19 9½	74 16 0
Brawdy - - - N.S. 6	- - -	- - -	2 2 3	10 15 0
Cilgerran - - - N.S. 6	90 0 0	1844	6 1 5½	601 1 8
" - - - " - - - "	45 15 0	1859		
Cosheston and Nash - - - N.S. 7	285 3 0	1859	3 6 8	150 10 4
Fishguard - - - N.S. 6	210 0 0	1850	13 5 0½	1,105 5 6
Florence (St.) - - - N.S. 160	0 0	1859	1 13 4	
Haverfordwest - - - N.S. 6	829 13 11½	1850	6 10 4½	1,507 2 0
Haverfordwest - - - B.S. 7	*125 0 0	1838	4 2 6	86 2 0
Hubberstone - - - N.S. 7	284 0 0	1856	- - -	3 4 0
Jeffreston - - - N.S. 42	0 0	1844	4 0 1½	
Johnstone - - - N.S. *17	0 0	1837		
Letterston - - - N.S. 6	81 0 0	1853	4 7 2½	205 2 4
Llandeloy - - - N.S. 227	0 0	1850	4 9 7	56 4 0
" - - - " - - - "	100 0 0	1851		
Llandewi Velfry - - - N.S. 7	- - -	- - -	1 0 8½	16 15 0
Llanrhian - - - N.S. 116	13 4	1853	6 10 7	
Llanstadwell, Endowed School - - - 7	- - -	- - -	- - -	4 16 0
Llawhaden - - - N.S. 37	10 0	1847	3 14 4½	
" - - - " - - - "	8 8 8	1860		
Manor Divy - - - N.S. *42	0 0	1835		
Martletwy - - - N.S. 129	10 0	1854	1 17 3½	
Milford Haven, Endowed Church School - - - 6	- - -	- - -	5 4 7½	727 16 6
Narberth - - - N.S. 6	- - -	- - -	7 13 11½	366 4 8
Narberth - - - B.S. *40	0 0	1839	- - -	19 3 4
Pembroke - - - N.S. 6	- - -	- - -	- - -	180 0 4
Pembroke - - - B.S. 8	- - -	- - -	- - -	9 17 6
Pembroke Dock - - - N.S. 6	250 0 0	1844	40 14 7½	2,974 16 2
" - - - " - - - "	200 0 0	1848		
" - - - " - - - "	12 0 0	1855		
Pembroke Dock - - - B.S. 8	320 0 0	1849	45 18 6½	2,209 19 10
" - - - " - - - "	31 0 0	1855		
Puncheston - - - N.S. 7	269 0 0	1855	1 17 5	60 13 0
Reynalton - - - B.S. *30	0 0	1836		
Rhydyberth - - - N.S. 6	70 0 0	1853	8 11 4½	981 5 10
" - - - " - - - "	6 0 0	1855		
Roch - - - N.S. 86	15 0	1855		
Rudbaxton - - - N.S. 6	58 0 0	1846	- - -	167 0 2
Solva - - - N.S. *75	0 0	1838	- - -	30 0 0
Spittal - - - N.S. 7	210 0 0	1857	1 13 4	97 10 0
Stackpole - - - N.S. 6	- - -	- - -	- - -	343 11 8
Tavernspite - - - N.S. 10	171 0 0	1846	2 10 11½	151 5 4
Templeton - - - B.S. *25	0 0	1836		
Tenby - - - N.S. 6	90 0 0	1840	13 10 9½	999 15 4
" - - - " - - - "	60 0 0	1845		
" - - - " - - - "	20 0 0	1846		
Tenby, Infant - - - 6	- - -	- - -		482 0

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PEMBROKESHIRE— <i>cont.</i>				
Tenby, New Hedges - Ch. of E. 6	£ 119 s. 0 d. 0	1853	£ 2 s. 4 d. 6½	£ 265 s. 16 d. 8
Trevine District - B.S. 8	- - - - -	- - - - -	2 10 0	49 2 9
Uzmaston-cum-Boulston - N.S. 6	147 0 0	1848	5 19 7	859 4 10
- - - - -	20 0 0	1848		
Walton, West, and Talbenny - N.S.	109 10 0	1851	3 6 4	
Warren, Agricultural School - 6	- - - - -	- - - - -	4 7 8½	382 16 4
Wiston - N.S. 7	- - - - -	- - - - -	3 15 0½	46 16 0
Wolfscastle - B.S. 8	*175 0 0	1836	- - - - -	13 0 0
Zion Hill - B.S. 8	- - - - -	- - - - -	1 15 11½	60 7 0
RADNORSHIRE.				
Abbey-cwm-hir - N.S. 5	- - - - -	- - - - -	- - - - -	8 6 8
Boughrood - N.S. 5	74 0 0	1851	2 4 8½	62 19 11
Cascob - N.S.	134 0 0	1859		
Clyro - N.S.	276 0 0	1860		
Heyop - Par.	- - - - -	- - - - -	1 5 5½	41 15 0
Knighton - N.S. 5	- - - - -	- - - - -	4 1 4½	382 11 2
Llanbadarnfawr - N.S. 8	202 0 0	1858	1 3 6½	37 8 9
Nantmel - N.S. 8	156 0 0	1856	- - - - -	102 19 11
Radnor, New - N.S. 8	- - - - -	- - - - -	1 6 8	8 15 0
Radnor, Old - N.S.	220 0 0	1850		

## SCOTLAND.

NOTE.—G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional School*; Par., a *Parochial School*; and Undl., that it is *Undenominational*.

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	Amount.	Date of Payment.		
ABERDEENSHIRE.				
Aberdeen, Bon Accord - F.C. 10	*250 0 0	1838	£ s. d. 10 0 8½	£ s. d. 1,166 0 10
Aberdeen, Dr. Bell's Day and Evening Undl. 10	- - -	- - -	14 1 2½	416 13 4
Aberdeen, East Parish - F.C. 9	- - -	- - -	2 0 1½	604 5 0
Aberdeen, East Parish - Sess. 10	*400 0 0	1840	34 5 2½	2,369 5 10
	54 0 0	1858	a9 8 0	
Aberdeen, Educational Society's - G.A. 7	165 0 0	1841	- - -	2 10 0
Aberdeen, Grey Friars - F.C.	500 0 0	1841	- - -	- - -
Aberdeen, Guestrow Reformatory 10	- - -	- - -	2 4 2	617 1 6
Aberdeen (John Knox's) - Sess. 10	*100 0 0	1835	- - -	928 16 8
	*98 5 0	1836	- - -	- - -
Aberdeen (John Knox's) - F.C. 9	- - -	- - -	21 1 11	1,138 0 10
Aberdeen, North Parish - Sess. 10	*300 0 0	1840	29 8 4½	1,129 10 0
Aberdeen, North Parish - F.C. 10	- - -	- - -	6 11 5½	740 9 2
Aberdeen, Old Mill Reformatory Par.	- - -	- - -	1 8 4	- - -
Aberdeen, South Parish - F.C. 10	- - -	- - -	- - -	1,800 12 6
Aberdeen, South Parish, Trinity Sess. 10	*220 0 0	1837	8 3 8	747 3 4
Aberdeen, West Parish - Sess. 10	266 0 0	1850	31 11 4½	1,292 16 8
Aberdeen, St. Andrew's - Epis. 6	- - -	- - -	- - -	201 3 4
Aberdeen, St. Andrew's, Female (late St. John's) - Epis. 6	- - -	- - -	- - -	172 18 4
Aberdeen, St. Peter's - R.C. 4	- - -	- - -	16 13 3½	444 18 4
Aberdeen, Shaw's Court, Female Industrial Undl. 10	- - -	- - -	- - -	313 8 4
Aberdeen, Sheriff Watson's Female Industrial - F.C. 10	- - -	- - -	- - -	75 15 0
Aberdeen (Sugar House Lane) Undl. 10	204 0 0	1852	3 0 10½	641 16 7
Aberdeen, Trades - Undl. 10	- - -	- - -	- - -	328 0 0
Aberdeen, Union Parish - F.C.	295 0 0	1841	- - -	- - -
Aberdour - F.C. 11	105 0 0	1850	7 4 0	162 18 4
Aboyne - Par. 10	- - -	- - -	- - -	49 3 4
Alford - Estab. Ch. 7	- - -	- - -	2 5 0½	100 0 0
Alford - Par. 10	- - -	- - -	- - -	26 5 0
Auchindoir, 2nd - Par.	- - -	- - -	5 13 4	- - -
Ballogie, Female - Par. 10	- - -	- - -	1 13 4½	121 5 0
Banchory Davenick - F.C. 9	- - -	- - -	5 16 8	343 13 4
Banks (Insch) - F.C. 11	- - -	- - -	2 3 11	130 8 4
Belhelvie - Par. 11	- - -	- - -	- - -	177 10 0
Birse - Par. 10	- - -	- - -	4 3 4½	100 0 0
Bonny Kelly District School -	148 0 0	1860	- - -	- - -
Braemar, Inverey - R.C.	- - -	- - -	2 1 7	- - -
Braemar, Achendryne - R.C.	- - -	- - -	2 8 4	- - -
Bridge of Don - Subn. G.A. 10	- - -	- - -	2 1 8	54 5 0
Burnhaven - G.A. 10	127 10 8	1857	3 0 0½	348 4 2
Castleton of Braemar Society's School 10	- - -	- - -	- - -	27 10 0
Coldstone - Par. 10	- - -	- - -	- - -	41 5 0
Coull - Par. 10	- - -	- - -	- - -	26 5 0
Cruden - F.C. 9	57 0 0	1850	5 9 8½	239 8 4
Cruden (The Erroll) - Epis. 6	*90 0 0	1838	6 9 2½	397 17 6
Cullerley District School - Undl. 10	- - -	- - -	- - -	114 5 0
Cuminestown - Epis.	- - -	- - -	2 9 4	- - -
Daviot - Par.	- - -	- - -	1 6 4	- - -
Deer, Old - Estab. Ch.	200 0 0	1861	- - -	- - -
Deer - Epis. 6	- - -	- - -	- - -	4 3 4
Deer, Old - F.C. 10	109 11 5	1848	4 11 4½	354 10 10
Echt Female School - 10	- - -	- - -	1 11 8½	128 11 8
Ellon - F.C. 11	162 0 0	1849	1 0 3	157 0 0

a Scientific apparatus.



Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
ABERDEENSHIRE—cont.				
Ellon - - - - - Par. 10	£ s. d.		£ s. d.	£ s. d.
Ellon - - - - - Epis.	- - -	- - -	14 12 7½	207 18 4
Forgue - - - - - Epis.	- - -	- - -	0 15 10½	- - -
Forgue - - - - - Par. 10	- - -	- - -	1 6 8	- - -
Forgue-Side - - - - - Estab. Ch. 10	117 0 0	1849	2 10 0½	74 5 0
Fraserburgh - - - - - F.C. 11	492 0 0	1853	2 13 9½	169 8 4
Fraserburgh, St. Peter's - - - - - Epis. 6	758 0 0	1861	3 16 10	21 10 0
Fyvie - - - - - Par. 8	- - -	- - -	8 15 8½	550 16 8
Fyvie, All Saints' - - - - - Epis. 6	- - -	- - -	2 3 8	56 13 4
Fyvie, Female - - - - - Undl. 10	- - -	- - -	- - -	103 10 0
Gariochsford - - - - - F.C.	- - -	- - -	- - -	127 18 4
Garmond School - - - - -	66 0 0	1860	5 16 9	- - -
Gartley, Congregational - - - - - F.C. 11	- - -	- - -	1 14 2	- - -
Gartley - - - - - Par. 10	- - -	- - -	2 3 4½	18 15 0
Gilcomston - - - - - F.C. 9	- - -	- - -	- - -	11 5 0
Glenfoudland - - - - - G.A. 10	- - -	- - -	2 17 11	252 8 4
Huntly, Congregational - - - - - F.C. 9	- - -	- - -	- - -	169 17 6
Huntly - - - - - Par. 8	- - -	- - -	10 14 9½	677 13 4
Huntly, Second - - - - - Par. 10	- - -	- - -	- - -	297 3 4
Huntly - - - - - R.C.	- - -	- - -	1 4 8½	47 10 0
Huntly-Gordon Industrial - - - - - F.C. 9	- - -	- - -	1 0 2	- - -
Insch - - - - - F.C. 10	73 0 0	1858	- - -	658 19 10
" - - - - -	9 4 6	1859	3 4 0½	304 18 4
Insch - - - - - Par. 10	- - -	- - -	- - -	- - -
Inverury - - - - - F.C. 11	120 0 0	1851	1 14 2½	98 0 0
Inverury, St. Mary's - - - - - Epis. 6	- - -	- - -	2 7 5½	12 10 0
Keig - - - - - Par. 10	- - -	- - -	- - -	187 1 8
Kemnay - - - - - Par.	- - -	- - -	- - -	5 0 0
Kincairdine O'Neill - - - - - F.C. 10	- - -	- - -	2 14 2	- - -
Kincairdine O'Neill - - - - - Par. 10	- - -	- - -	3 4 0½	209 5 0
Kinellar - - - - - Parish S. 10	- - -	- - -	- - -	131 5 0
King Edward - - - - - Par. 10	- - -	- - -	- - -	11 5 0
Kingswells - - - - - F.C. 11	334 0 0	1860	2 6 8	39 0 0
Kintore - - - - - F.C. 10	75 0 0	1851	- - -	23 0 0
Kintore - - - - - Par.	- - -	- - -	5 11 7½	268 12 6
Leslie - - - - - Par. 10	- - -	- - -	4 14 2	- - -
Lesmore - - - - - G.A. 10	- - -	- - -	3 9 5½	108 3 4
Leylodge - - - - - G.A. 10	210 0 0	1856	- - -	5 0 0
Loughill - - - - - G.A. 10	- - -	- - -	4 10 0½	96 5 0
Lyne of Skene - - - - - F.C.	- - -	- - -	- - -	110 0 0
Machar (New) - - - - - Par.	- - -	- - -	2 14 6	- - -
Meiklefolia - - - - - Epis. 6	- - -	- - -	3 5 0	- - -
Meldrum, Old - - - - - F.C. 11	123 0 0	1848	2 13 10	130 16 8
Methlick, Female - - - - - Estab. Ch. 10	- - -	- - -	- - -	91 5 0
Midmar - - - - - Par.	- - -	- - -	- - -	18 6 8
Migvie - - - - - G.A. 10	- - -	- - -	1 8 0	- - -
Mindurno - - - - - Undl. 10	- - -	- - -	- - -	131 5 0
Monquhitter - - - - - F.C. 11	- - -	- - -	4 0 0	11 5 0
Newhills, Congregational - - - - - F.C. 11	6 12 6	1860	2 8 1½	20 16 8
Oyne - - - - - Par. 10	- - -	- - -	4 17 6	220 3 4
Peterculter - - - - - Par. 8	- - -	- - -	- - -	23 15 0
Peterhead, Academy - - - - - Par.	*650 0 0	1840	- - -	32 10 0
" - - - - -	140 0 0	1840	- - -	- - -
Peterhead Seminary - - - - - F.C. 10	219 15 0	1850	- - -	- - -
Peterhead (Girls) - - - - - F.C. 10	- - -	- - -	3 10 4½	411 5 10
Peterhead, East Parish - - - - - G.A.	300 0 0	1840	- - -	406 12 6
Peterhead, Female - - - - - Par. 10	- - -	- - -	- - -	- - -
Peterhead, St. Peter's - - - - - Epis. 6	- - -	- - -	- - -	16 0 10
Peterhead Union Industrial - - - - - Undl.	120 0 0	1853	2 0 11½	101 3 4
Pitsligo - - - - - Par.	- - -	- - -	2 5 3	- - -
Pitsligo, New - - - - - Par. 7	- - -	- - -	1 13 4½	- - -
Pitsligo, New, St. John's - - - - - Epis. 6	762 12 0	1853	3 9 6½	29 0 0
Pitsligo, New, Female School - - - - - 10	- - -	- - -	18 16 6½	807 15 0
Port Elphinstone, Subn. - - - - - F.C. 10	103 10 0	1840	2 0 0	134 6 8
Rathin - - - - - G.A.	108 10 0	1841	13 9 8½	845 15 10
Rayne, Old, Female - - - - - G.A. 10	- - -	- - -	- - -	- - -
Rhynie - - - - - F.C.	- - -	- - -	- - -	235 10 0
Rhynie, Girls - - - - - S. 10	- - -	- - -	1 17 6	- - -
Rhynie - - - - - Par. 10	- - -	- - -	- - -	11 13 4
Savoch - - - - - G.A. 10	113 0 0	1857	- - -	26 5 0
" - - - - -	- - -	- - -	- - -	33 0 0

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ABERDEENSHIRE—cont.				
Skene - - - - F.C. 10	£ s. d.		£ s. d.	£ s. d.
Strichen - - - - Par. 10	130 10 0	1852	15 10 7½	449 8 4
Strichen, Female - - - - G.A. 10	- - - -	- - - -	1 14 0	301 15 0
Tarvas - - - - Par. 10	- - - -	- - - -	1 17 11	197 16 8
Tillymorgan - - - - Epis. 6	- - - -	- - - -	7 11 11	52 10 0
Tornaveen - - - - Par. 10	- - - -	- - - -	- - - -	133 15 0
Torphins - - - - Par. -	- - - -	- - - -	2 0 0	27 1 8
Tullynessle - - - - Ch. of S. 10	- - - -	- - - -	2 0 0	- - - -
Turrieff - - - - Par. 10	148 0 0	1858	- - - -	102 3 4
Udney - - - - F.C. 11	- - - -	- - - -	- - - -	11 5 0
Udney, Female - - - - G.A. 10	81 0 0	1850	2 2 6	90 0 0
Waterton of Echt - - - - Par. 10	- - - -	- - - -	- - - -	8 6 8
Whiterashes - - - - Epis. 6	- - - -	- - - -	6 4 6½	92 15 0
Whitestripes - - - - G.A. 8	- - - -	- - - -	2 10 0½	68 6 8
Woodside - - - - F.C. 10	- - - -	- - - -	- - - -	105 0 0
" - - - - "	*150 0 0	1837	15 4 5	652 15 0
" - - - - "	14 0 0	1855	9 13 4	- - - -
" - - - - "	16 13 4	1859	- - - -	- - - -
ARGYLLSHIRE.				
Appin - - - - F.C. 7	291 12 0	1859	- - - -	33 0 0
Ardentinnny - - - - G.A. 7	- - - -	- - - -	- - - -	7 10 0
Ardrishaig - - - - F.C. 4	- - - -	- - - -	3 6 8½	275 6 4
Ardrishaig - - - - Estab. Ch. 2	- - - -	- - - -	- - - -	28 6 8
Ardrishaig - - - - Epis. 9	- - - -	- - - -	3 8 3½	115 13 4
Ardtun - - - - F.C. 7	- - - -	- - - -	- - - -	27 10 0
Ballachulish, St. John's - - - - Epis. 9	- - - -	- - - -	8 10 10	368 16 8
Barcaldine - - - - G.A. 8	- - - -	- - - -	- - - -	270 0 0
Bowmore - - - - Par. 7	- - - -	- - - -	5 15 4½	426 3 4
Bowmore - - - - F.C. 7	87 10 0	1861	- - - -	42 10 0
Bowmore, Foreland, - - - - F.C. 8	- - - -	- - - -	5 5 8	344 16 8
Bridgend - - - - Par. 7	- - - -	- - - -	- - - -	78 15 0
Campbeltown, Burgh and	- - - -	- - - -	- - - -	- - - -
Parochial School - - - - 7	- - - -	- - - -	1 7 5	390 0 0
Campbeltown - - - - Epis. 9	- - - -	- - - -	1 13 5	48 3 4
Campbeltown - - - - F.C. 6	- - - -	- - - -	- - - -	1,153 15 10
Campbeltown (Argyll Street) Ele- mentary Female - - - - Par. 7	- - - -	- - - -	3 0 7½	25 0 0
Campbeltown Reformatory - - - - Undl. 7	- - - -	- - - -	- - - -	167 1 8
Campbeltown, United Female School of Industry - - - - Undl. 6	- - - -	- - - -	- - - -	274 16 8
Caolis - - - - F.C. -	- - - -	- - - -	1 17 1	- - - -
Corpach - - - - G.A. 8	- - - -	- - - -	- - - -	253 10 0
Croish - - - - F.C. -	- - - -	- - - -	2 3 8½	- - - -
Dalintongart - - - - G.A. 8	- - - -	- - - -	- - - -	43 10 0
Dalintober (Miss Campbell's), Charity - - - - Par. 7	- - - -	- - - -	11 17 3½	826 5 0
Dervaig Female Industrial (Island of Mull) - - - - G.A. 8	120 0 0	1847	- - - -	5 16 8
" - - - - "	77 0 0	1849	- - - -	- - - -
Drumlembie - - - - G.A. 7	- - - -	- - - -	- - - -	16 13 4
Dunoon, Female - - - - Par. 8	- - - -	- - - -	2 7 6	224 10 0
Dunoon - - - - F.C. 4	- - - -	- - - -	3 16 8½	205 0 0
Dunoon, Female Industrial - - - - F.C. 4	145 0 0	1861	2 8 11½	62 18 4
Dunoon-Kirn - - - - Sess. 1	- - - -	- - - -	- - - -	83 5 0
Glencoe - - - - F.C. 7	- - - -	- - - -	4 11 9	323 2 6
Grinnard - - - - F.C. 7	- - - -	- - - -	- - - -	18 15 0
Hynish - - - - F.C. -	- - - -	- - - -	5 0 0½	- - - -
Inverary - - - - F.C. 4	- - - -	- - - -	1 10 6½	284 3 4
Inverary Burgh - - - - Par. 8	- - - -	- - - -	3 11 0	441 13 4
Kilcalmonell - - - - Par. 8	- - - -	- - - -	- - - -	8 15 0
Killarow and Kilmeny - - - - F.C. 7	- - - -	- - - -	2 10 0	42 10 0
Kinloch - - - - G.A. -	*75 0 0	1839	- - - -	- - - -
Killeen - - - - F.C. 6	- - - -	- - - -	- - - -	276 5 0
Kilmodan - - - - F.C. 5	- - - -	- - - -	- - - -	92 0 0
Kintraw - - - - G.A. 2	- - - -	- - - -	- - - -	55 0 0
Knapdale, North (Bellanoch) Par. 7	- - - -	- - - -	5 0 0	2(1 1) 2
Lagavullin - - - - Estab. Ch. 8	- - - -	- - - -	3 0 0	11 5 0
Ledaig - - - - G.A. 8	- - - -	- - - -	- - - -	40 0 0

a Scientific apparatus.

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ARGYLLSHIRE— <i>cont.</i>					
Lochaline	- Sess.	8	100 0 0	1850	112 2 6
Lochdonhead	- G.A.		82 0 0	1848	
Lochend	- F.C.	6	- - -	-	500 0 0
Lochgilthead	- F.C.	7	- - -	-	737 3 4
Lochgilthead	- Par.	7	251 0 0	1856	85 0 0
Lochgilthead	- Epis.	9	- - -	-	345 1 8
Mulindry	- F.C.	8	- - -	-	7 10 0
Oatfield	- G.A.	7	- - -	-	280 0 0
Oban	- F.C.	7	150 0 0	1843	129 16 8
Ormsary	- G.A.	2	- - -	-	22 0 0
Peninver	- G.A.	7	- - -	-	65 8 4
Poltalloch, Industrial	Undl.	9	- - -	3 15 0½	152 2 6
Port Charlotte	- G.A.	7	- - -	-	319 11 8
Port Ellen, Infant and Industrial	-	7	- - -	-	31 0 0
Portnahaven	- F.C.	8	73 15 0	1853	482 10 10
Portnahaven, Parliamentary School	-	8	- - -	2 10 0½	103 6 8
Salen, Female Industrial School	-	8	- - -	-	75 0 0
Sandbank	- G.A.		357 10 0	1860	
Southend	- Par.	7	- - -	2 15 7½	520 15 0
Strone, Female School	-	8	- - -	-	14 3 4
Strachur, The Pole	Estab. Ch.		200 0 0	1858	
Tarbert	- G.A.	7	- - -	-	510 4 2
Tobermory, Girls, Industrial	- G.A.		133 0 0	1849	
Tobermory	- F.C.	5	- - -	-	93 10 0
AYRSHIRE.					
Alloway	- G.A.	5	140 0 0	1848	131 3 4
Ardeer Iron Works	- Par.	7	- - -	-	263 15 0
Ardrossan	- Par.	4	- - -	-	913 16 8
Ardrossan, Public	- Sess.	4	*150 0 0	1838	436 18 4
Ardrossan, Female Industrial	-	4	108 0 0	1850	640 0 0
Ayr	- G.A.		200 0 0	1843	
Ayr	- Epis.	12	- - -	-	608 7 8
Ayr, Fish Cross District	- F.C.	4	- - -	-	65 10 0
Ayr, Industrial Ragged	Undl.	4	158 15 0	1853	294 9 4
Ayr	- R.C.		- - -	-	
Ballantrae	- Par.	5	- - -	-	635 16 8
Ballantrae, Glennap Endowed	-	5	- - -	-	145 15 0
Barrhill	- F.C.	5	80 0 0	1851	246 13 4
Beith	- Par.	3	109 0 0	1849	701 17 6
Beith	- F.C.	5	132 0 0	1849	192 0 0
Beith, Female, Industrial School	-	4	- - -	-	392 13 4
Blair Iron Works School	-	4	- - -	-	354 13 4
Blair Mains	- Par.	4	- - -	-	573 5 0
Burnside	- S.	6	- - -	-	6 5 0
Catrine	- F.C.		- - -	-	
Catrine Public School	- F.C.	6	750 0 0	1861	17 1 8
Colmonel, Female Industrial School	-	5	- - -	-	31 0 0
Crosshills	- G.A.	5	- - -	-	549 3 4
Crosshills Female School	-	5	- - -	-	109 15 0
Crosshouse	- G.A.	5	150 0 0	1849	134 5 0
Cumnock, New	- F.C.	5	- - -	-	677 10 0
Cumnock, Old	- F.C.	5	- - -	-	891 0 0
Dailly	- F.C.	5	- - -	-	
Dailly	- Par.		- - -	-	10 0 0
Dalry	- Par.	4	- - -	-	44 18 4
Dalry	- F.C.	4	66 10 0	1852	564 13 4
Dalry, Female Industrial School	-	4	- - -	-	356 10 0
Dalry, Kerland Barony	- G.A.	4	138 0 0	1848	632 3 4
Dalry, Love Lane	- G.A.	6	- - -	-	741 16 8
Darnconner	- G.A.	6	- - -	-	16 5 0
Darvel	- F.C.		- - -	-	24 11 8
Darvel (Lord Hastings') School	-	7	- - -	-	
				-	53 0 0

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AYRSHIRE—cont.		£	s. d.	£	s. d.	£	s. d.
Dreghorn (Cross Roads)	Estab. Ch. 10	-	- -	-	- -	-	54 0 0
Drybridge, Subscription	- - - 5	205	0 0	1857	2 1 8½	-	105 16 8
Dundonald	Par. 7	-	- -	-	- -	-	36 15 0
Dundonald, Old Rome	F.C. 5	-	- -	-	- -	-	223 2 6
Eglinton, Iron Works	G.A. 4	637	0 0	1858	15 18 8½	-	345 1 8
Fenwick	Par. 7	-	- -	-	2 6 0	-	23 7 6
Fisherton	G.A. -	47	10 0	1844	-	-	-
		20	0 0	1848	-	-	-
Fullarton	F.C. 4	100	0 0	1849	19 13 3½	891	10 0
"	" -	22	13 4	1853	-	-	-
"	" -	33	10 0	1859	-	-	-
Fullarton	Par. 4	-	- -	-	3 15 0½	783	13 4
Galston	Par. 5	-	- -	-	18 1 10½	771	13 4
Gateside (Beith)	Par. 7	-	- -	-	3 15 0½	150	15 0
Girvan	F.C. 4	-	- -	-	-	302	0 0
Girvan	Par. -	-	- -	-	-	595	6 8
Girvan, Charity School	- 5	195	0 0	1860	-	10	0 0
Glegarnock, Iron Works	- 5	-	- -	-	-	122	15 0
Hurlford and Portland Iron Works	-	-	- -	-	9 13 4	-	-
	Estab. Ch. 7	497	3 6	1857	10 6 3	382	13 4
Irvine Public and Industrial Sch.	-	310	0 0	1861	-	-	-
Kilbirnie	F.C. 5	203	0 0	1849	-	263	5 10
Kilbride, West	Par. 5	-	- -	-	2 9 9¾	135	13 4
Kilbride, West	F.C. 5	-	- -	-	2 4 8½	327	0 0
Kilbride, West, Female Industrial	-	-	- -	-	-	-	-
	Undl. 5	213	6 0	1860	4 3 4	157	10 0
Kilgrammie	Undl. -	-	- -	-	2 1 3	-	-
Kilkerran (Hill Side) School	- 5	-	- -	-	-	55	0 0
Kilmarnock Academy	- 5	-	- -	-	11 6 2¾	714	8 4
Kilmarnock, Female Industrial	Par. 6	-	- -	-	5 0 0	77	16 8
Kilmarnock, Industrial, High	F.C. 5	-	- -	-	12 1 4	502	13 4
Kilmarnock	Epis. 12	-	- -	-	-	18	19 2
Kilmarnock, Reformatory Industrial School	-	-	- -	-	-	186	3 0
Kilmarnock, Town Head District	F.C. 5	140	13 4	1853	28 6 10½	1,017	5 0
"	" -	-	- -	-	a12 4 0	-	-
Kilmaurs	Par. 5	-	- -	-	-	148	15 10
Kilmaurs, Female	Burgh. 5	-	- -	-	-	142	18 4
Kilwinning	Par. 4	-	- -	-	22 18 4½	752	17 6
"	" -	-	- -	-	a11 15 0	-	-
Kingsford, Subscription School	- 5	-	- -	-	-	25	0 0
Kirkoswald	Par. -	-	- -	-	4 2 10	-	-
Largs	Par. 7	-	- -	-	4 12 0	115	0 10
Largs, Brisbane Endowed	Undl. 4	-	- -	-	4 16 0½	937	12 8
Largs Old Free Church Indust., Congregational (Bath Street)	- 4	225	15 0	1859	5 4 2	600	17 6
Largs, New (Lade Street)	F.C. -	403	13 4	1859	-	-	-
Largs, Female Industrial	F.C. 4	-	- -	-	-	174	10 0
Largs, Female Sch. of Industry Est.	Ch. 4	103	2 6	1852	6 8 3	431	18 4
Lendal, Colmone	Estab. Ch. 7	120	0 0	1859	2 12 6½	51	13 4
Loudoun	Par. -	-	- -	-	4 8 0	-	-
Lugar Iron Works	Estab. Ch. 7	577	0 0	1859	12 18 4	77	11 8
Maybole, West Church	Par. 7	-	- -	-	6 3 4	144	0 0
Monkton	F.C. 4	-	- -	-	3 15 0	197	10 0
Muirkirk Ironworks School	- 5	-	- -	-	27 10 0½	332	8 4
"	" -	-	- -	-	a12 13 4	-	-
Muirkirk	Par. 5	-	- -	-	-	163	10 0
Newmilns	F.C. 5	201	0 0	1855	12 15 0½	410	1 8
"	-	51	0 0	1861	-	-	-
Newton-on-Ayr	Par. 2	-	- -	-	12 10 3¾	970	2 6
Newton-on-Ayr	F.C. 4	180	0 0	1849	13 17 7½	878	15 10
Newton-on-Ayr, Missionary	F.C. -	-	- -	-	3 17 8	-	-
Ochiltree	F.C. 4	100	0 0	1849	4 8 2¾	505	2 6
"	-	-	- -	-	a7 13 4	-	-
Perceon	F.C. 4	-	- -	-	1 14 2½	261	5 0
Pinwherry	G.A. 5	100	13 8	1857	1 3 4	106	5 0
Prestwich, Burgh School	- 2	-	- -	-	-	142	15 0
Saltcoats	F.C. 5	363	4 0	1858	-	151	13 4
Saltcoats, Ryles' Hill	Par. -	*150	0 0	1840	-	-	-

a Scientific apparatus.

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AYRSHIRE—cont.				
Sorn - - - - - Par. 5	£ s. d.		£ s. d.	£ s. d.
" - - - - - F.C. 4	158 0 0	1849	13 6 8½	506 6 8
Symington - - - - - F.C. 4			2 4 0½	426 16 8
Tarbolton, Female Subscription - - - - - 5			7 1 9	49 7 6
Tarbolton, Subscription - - - - - 7				264 3 4
Tarbolton - - - - - Par. 7				54 0 0
Troon - - - - - G.A. 4	167 10 0	1841		133 5 0
Troon Academy - - - - - 4				
Troon - - - - - F.C. 5				101 11 8
Whitletts, Feuars' - - - - - Estab. Ch. 8	71 0 0	1860	1 6 8	256 5 0
				100 7 6
BANFFSHIRE.				
Aberchirder - - - - - G.A. 8	321 0 0	1861		723 18 4
Arradoul Female Industrial - - - - - F.C. 11	171 0 0	1859	2 19 10	63 3 4
Banff, Educational Institution Undl. 11	*100 0 0	1836		311 0 0
Bellie - - - - - Par. 11			2 18 4	265 6 8
Boharm, Second - - - - - Par. 11	214 0 0	1858		
Buckie - - - - - United Pres. 11				5 0 0
Buckie - - - - - Epis. 9				37 18 4
Buckie - - - - - F.C. 10			6 14 1½	598 5 0
Chapelton, Boys - - - - - R.C. -			2 12 11½	
Chapelton, Girls - - - - - R.C. -			2 3 4½	
Cullen - - - - - F.C. 10			4 14 7	230 16 8
Cullen-Seatown - - - - - G.A. 11	31 17 3½	1850		267 7 6
Deskford - - - - - F.C. 9			1 0 0½	185 13 4
Edingwright - - - - - G.A. 11				12 10 0
Enzie, Christian Society's School - G.A. 11			2 11 1½	135 8 4
Fordyce - - - - - F.C. 10	69 0 0	1850	2 18 4½	82 15 0
Fordyce, Industrial - - - - - G.A. 8				8 6 8
Forglen, Female School - - - - - 11				18 6 8
Glenrines - - - - - G.A. 4				285 13 4
Grange - - - - - Par. 11			3 2 6½	127 0 0
Inverkeithney, Downies - - - - - F.C. 10			5 5 10½	245 3 4
Keith - - - - - F.C. 10				366 5 0
Keith - - - - - Par. 11				30 0 0
Linhead, Female School - - - - - 8				185 13 4
Longmanhill, Endowed - - - - - Estab. Ch. -			2 10 0½	
Longmanhill, Lord Fife's School - 11				27 10 0
Macduff - - - - - F.C. 10	353 11 0	1860	8 1 5½	835 5 0
Macduff - - - - - Par. 11			2 15 8	243 5 0
Marnock, New - - - - - F.C. 10			9 1 7	731 0 0
Mortlach, Dufftown - - - - - Estab. Ch. -	297 12 0	1861		
New Mill, Society's - - - - - S. 11				74 10 0
Ordiguhill - - - - - Par. 11				10 0 0
Park, Girl's School - - - - - 11				48 6 8
Pitgair - - - - - Par. 11				161 16 8
Port Gordon - - - - - Estab. Ch. 8				132 15 0
Portnochie - - - - - G.A. -			2 4 9	
Portsoy - - - - - Par. 11	180 0 0	1842		96 13 4
Portsoy, Female Industrial Undl. -	107 0 0	1858		
Protston Hill - - - - - Par. 11				107 10 0
Rathven - - - - - Par. 11				252 8 4
Rothiemay - - - - - Par. 11				146 15 0
Rothiemay - - - - - F.C. 10			6 3 4	433 10 0
Tomintoul, Parliamentary - - - - - 8				217 15 0
Tomnavoulen-in-Glenlivat - - - - - G.A. 4				187 0 0
BERWICKSHIRE.				
Abbey, St. Bathans' - - - - - Par. 12				43 15 0
Allanton, Subscription - - - - - G.A. 10				15 0 0
Ayton - - - - - Par. 12				178 0 0
Ayton, Female Sewing School - - - - - 12				165 11 8
Berwick, Girls, Industrial School -			2 3 6½	
Birgham, District - - - - - G.A. 11				34 7 6
Boston - - - - - F.C. 2			6 7 1½	762 19 2
Burnmouth - - - - - Estab. Ch. 12	188 0 0	1859		52 0 0
Cranshaws - - - - - Par. 12				70 7 6

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BERWICKSHIRE— <i>cont.</i>				
Dunse - - - - - Par. 12	£ s. d.	- - - - -	£ s. d.	£ s. d.
Earlstown - - - - - F.C. 1	- - - - -	- - - - -	1 15 0½	685 5 0
Eyemouth - - - - - Par. 12	- - - - -	- - - - -	5 13 0½	575 7 6
Eyemouth - - - - - F.C. 2	160 0 0	1848	2 15 9½	896 7 6
Greenlaw - - - - - F.C. 2	74 0 0	1847	1 15 7½	459 14 2
" - - - - - "	2 10 0	1848	12 19 6½	781 6 2
" - - - - - "	42 0 0	1852		
" - - - - - "	80 0 0	1853		
" - - - - - "	47 0 0	1860		
Lauder - - - - - Par. 12	- - - - -	- - - - -	2 9 9¾	738 8 4
Leitholm - - - - - F.C. 2	- - - - -	- - - - -		53 10 0
Milne Graden - - - - - Par. 12	- - - - -	- - - - -	2 10 0½	110 18 4
Ninewells (Chirnside) - Estab. Ch. 12	- - - - -	- - - - -	4 0 6	209 15 0
Paxton, Girls and Infants - Estab. Ch. 12	- - - - -	- - - - -	- - - - -	44 13 11
Paxton Village - - - - - G.A. 11	- - - - -	- - - - -	4 14 2½	79 11 8
Renton (late Houndwood Grants House) - - - - - Estab. Ch. 12	50 0 0	1843	3 5 5½	146 7 6
Reston Parish School - - - - - 12	68 0 0	1859	- - - - -	188 15 0
Swinton - - - - - F.C. 2	- - - - -	- - - - -	3 4 11½	575 8 4
BUTESHIRE.				
Bute, Ragged and Industrial Undl. 7	- - - - -	- - - - -	2 1 8	142 18 7
Brodick, Endowed School - - - - - 8	- - - - -	- - - - -	- - - - -	106 15 6
Cambrac, Isle of - - - - - F.C. 4	- - - - -	- - - - -	- - - - -	217 10 0
Corrie (Arran) Endowed - - - - - G.A. 8	- - - - -	- - - - -	- - - - -	161 9 2
Kamesburgh, Congregational (Arran) - - - - - F.C. -	- - - - -	- - - - -	2 5 10½	- - - - -
Kingarth - - - - - F.C. 4	- - - - -	- - - - -	1 13 4½	21 15 0
Port Bannatyne - - - - - F.C. 4	- - - - -	- - - - -	- - - - -	24 5 0
Rothsay - - - - - G.A. -	118 0 0	1842	- - - - -	- - - - -
Rothsay, East and West - - - - - F.C. 4	- - - - -	- - - - -	2 4 8½	236 0 0
Slidery - - - - - G.A. 7	- - - - -	- - - - -	- - - - -	5 0 0
Whitingbay, Female - - - - - 7	- - - - -	- - - - -	- - - - -	6 0 0
CAITHNESSSHIRE.				
Achow - - - - - F.C. -	- - - - -	- - - - -	4 18 6½	- - - - -
Barrock - - - - - Estab. Ch. 7	- - - - -	- - - - -	- - - - -	55 10 0
Berriedale - - - - - G.A. 8	- - - - -	- - - - -	- - - - -	107 5 0
Bruan - - - - - F.C. -	- - - - -	- - - - -	2 3 4½	- - - - -
Canisbay - - - - - Par. -	- - - - -	- - - - -	1 11 11	- - - - -
Canisbay, Free School - - - - - -	- - - - -	- - - - -	- - - - -	8 6 8
Dunn, British School - - - - - 8	- - - - -	- - - - -	2 5 10¾	85 8 4
Dunnet - - - - - Par. -	- - - - -	- - - - -	1 13 ½	- - - - -
Forss - - - - - G.A. 7	- - - - -	- - - - -	- - - - -	37 10 0
Freswick - - - - - G.A. 7	- - - - -	- - - - -	5 1 0½	193 5 0
Halkirk - - - - - Par. 7	- - - - -	- - - - -	1 4 2	57 10 0
Halkirk, Congregational - - - - - F.C. 6	- - - - -	- - - - -	1 16 0½	68 6 8
John o'Groats - - - - - G.A. 7	- - - - -	- - - - -	3 15 8½	313 11 8
Keiss, Parliamentary School - - - - - 7	- - - - -	- - - - -	1 17 6½	53 15 0
Keiss, Congregational - - - - - F.C. -	- - - - -	- - - - -	1 10 2	- - - - -
Latheron - - - - - Par. 7	- - - - -	- - - - -	- - - - -	12 10 0
Lybster - - - - - F.C. 5	83 0 0	1853	8 11 8½	340 4 2
Mey Society's - - - - - Estab. Ch. -	- - - - -	- - - - -	1 8 9	- - - - -
Newlands - - - - - F.C. -	- - - - -	- - - - -	4 10 1½	- - - - -
Olrig, Female - - - - - Undl. 6	- - - - -	- - - - -	- - - - -	198 11 8
Olrig, Congregational - - - - - F.C. 6	- - - - -	- - - - -	3 1 3½	23 15 0
Pulteneytown - - - - - F.C. 6	112 0 0	1850	1 17 2¾	599 15 10
Pulteneytown Academy - - - - - Undl. 7	*400 0 0	1839	6 13 4	393 5 10
Staxigoe Society's - - - - - Undl. 7	- - - - -	- - - - -	- - - - -	7 10 0
Stroma Society's - - - - - Estab. Ch. 7	- - - - -	- - - - -	1 14 3	15 0 0
Thrumster - - - - - Par. 9	- - - - -	- - - - -	1 17 2¾	181 0 0
Thurso, Benevolent Female - - - - - Undl. 6	- - - - -	- - - - -	1 15 3½	226 0 0
Thurso - - - - - F.C. 6	- - - - -	- - - - -	8 15 2¾	527 13 4
Toftinghall - - - - - G.A. 9	- - - - -	- - - - -	- - - - -	111 5 0
Ulbster Society's School - - - - - 7	- - - - -	- - - - -	- - - - -	22 10 0
Watten - - - - - F.C. 6	262 0 0	1861	1 14 8¾	249 13 4
Wick - - - - - F.C. 6	- - - - -	- - - - -	4 0 3	849 16 8



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CLACKMANNANSHIRE.					
		£. s. d.		£. s. d.	£. s. d.
Alloa Juvenile and Infants School	5	401 0 0	1848	3 18 4	60 10 0
Alloa - - - - - Epis.	3	- - - - -	- - - - -	5 2 9½	350 10 10
Alloa Ragged and Industrial	Undl. 4	- - - - -	- - - - -	1 13 4½	61 7 6
Clackmannan, Zetland Colliery, Church of Scotland	- 6	140 0 0	1861	- - -	8 15 0
Clackmannan, Female	Undl. 6	- - - - -	- - - - -	- - -	5 16 8
Forestmill, Subscription	Undl. 8	- - - - -	- - - - -	1 2 5½	82 10 0
Kennet Village	- Par. 6	- - - - -	- - - - -	1 9 2	102 0 0
Menstry, Subscription	Undl. 6	- - - - -	- - - - -	1 7 11	143 6 8
Sauchie Village School	- - - - -	- - - - -	- - - - -	2 10 0	- - - - -
Tillicoultry	- Par. 6	- - - - -	- - - - -	12 17 2½	301 9 2
Tullibody, Subscription	Undl. 6	- - - - -	- - - - -	- - -	613 4 2
DUMBARTONSHIRE.					
Alexandria, Male and Female	- Par. 6	250 0 0	1853	13 7 10½	715 0 0
Alexandria - - - - - F.C.	4	120 0 0	1852	2 0 0½	466 5 0
Arrochar - - - - -	5	- - - - -	- - - - -	- - -	110 0 0
Bonhill - - - - -	Par. 6	- - - - -	- - - - -	11 11 9½	532 15 0
Bonhill (Mrs. Ewing's) Female	- - - - -	- - - - -	- - - - -	- - -	- - -
Industrial - - - - -	Undl. 6	- - - - -	- - - - -	- - -	89 5 0
Cardross - - - - -	Par. 6	- - - - -	- - - - -	3 2 11½	252 16 8
Cumbernauld - - - - -	Par. 6	- - - - -	- - - - -	11 2 11	40 0 0
Cumbernauld, Female	- Par. 6	- - - - -	- - - - -	- - -	22 10 0
Dalmonach (privately Endowed)	- G.A. 6	- - - - -	- - - - -	16 5 10½	838 6 8
Dalmuir, Subscription	- G.A. 6	- - - - -	- - - - -	- - -	205 15 0
Dumbarton, St. Luke's	- Epis. 12	- - - - -	- - - - -	3 6 8	143 10 0
Dumbarton - - - - -	F.C. 6	112 0 0	1850	5 9 0½	505 3 4
Dumbarton, Burgh Academy	- 12	- - - - -	- - - - -	- - -	404 0 0
Dumbarton - - - - -	R.C. -	- - - - -	- - - - -	2 13 5	- - - - -
Duntocher - - - - -	F.C. -	- - - - -	- - - - -	4 5 0	- - - - -
Faifley - - - - -	Undl. 6	- - - - -	- - - - -	2 11 3½	364 15 0
Gairlochhead, Public	Undl. 6	- - - - -	- - - - -	3 15 0	240 15 0
Helensburgh - - - - -	F.C. -	240 0 0	1842	3 12 6½	- - - - -
Helensburgh, Grant Street Mission	- 6	- - - - -	- - - - -	1 13 4	83 10 0
Helensburgh, Quoad Sacra - Estab. Ch.	6	- - - - -	- - - - -	a12 19 4	392 3 4
Helensburgh, Ragged and Indus- trial	Undl. 6	- - - - -	- - - - -	7 0 8	86 5 0
Helensburgh, Trinity	- Epis. 12	- - - - -	- - - - -	1 10 0	298 16 8
Jameston - - - - -	F.C. 6	- - - - -	- - - - -	10 10 1½	408 11 10
Kilcregan - - - - -	F.C. 6	423 0 0	1859	1 5 10½	41 5 0
Kilpatrick, Old - - - - -	Par. 4	- - - - -	- - - - -	3 15 0	105 10 0
Kilpatrick, Old - - - - -	F.C. 4	- - - - -	- - - - -	2 1 8½	88 0 0
Kirkintilloch (The Oswald and Kirk Session)	- G.A. 6	650 0 0	1855	1 11 5	495 0 0
Kirkintilloch, "Kerr Street"	Undl. 4	- - - - -	- - - - -	a6 13 4	- - - - -
Knockderry, Mixed - - - - -	Sch. 7	- - - - -	- - - - -	3 10 0½	321 19 2
Luss - - - - -	Par. 7	- - - - -	- - - - -	a6 13 4	- - - - -
Muirhead, South - - - - -	Sch. 6	- - - - -	- - - - -	- - -	22 10 0
Muirland Side - - - - -	G.A. 6	- - - - -	- - - - -	- - -	92 10 0
Renton, Female - - - - -	G.A. 6	- - - - -	- - - - -	- - -	16 13 4
Renton, Infant and Fem. Indust.	F.C. 6	- - - - -	- - - - -	2 0 3½	17 10 0
Renton, Public, Free - - - - -	Undl. 6	- - - - -	- - - - -	- - -	274 6 8
Shandon - - - - -	F.C. 4	- - - - -	- - - - -	13 14 8½	72 16 8
Waterside - - - - -	Undl. -	87 5 0	1840	6 15 0½	639 17 6
DUMFRIESSHIRE.					
Annan - - - - -	Par. -	- - - - -	- - - - -	5 5 2½	369 18 4
Annan, Infant Female Industrial	Undl. -	- - - - -	- - - - -	2 4 4	- - - - -
Brydekirk Infant and Industrial, Church of Scotland	- 11	88 18 0	1860	- - -	243 0 0
Brydekirk, Quoad Sacra - - - - -	Par. 11	45 0 0	1842	3 6 8½	389 16 8
Carlaverock - - - - -	- - - - -	100 0 0	1860	- - -	128 5 0
Carlaverock - - - - -	Par. 12	- - - - -	- - - - -	22 0 11	670 8 4

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DUMFRIESSHIRE--cont.				
Cummertrees - - - - - Par. 11	£ s. d.		£ s. d.	£ s. d.
Dumfries, Infants' School - - - - - Epis. 4	96 0 0	1840	2 6 8	77 10 0
Dumfries - - - - - - - - - - -	- - - - -	- - - - -	2 13 11	92 10 0
Dumfries, Indust. Reformatory - 12	- - - - -	- - - - -	3 5 0	710 7 10
Dumfries, Ladies' Benevolent Society's - - - - - Estab. Ch. 11	27 11 8	1859	6 1 10	202 10 0
Dumfries, St. Andrew's - - - - - R.C. 5	- - - - -	- - - - -	7 19 8½	369 10 0
Ecclesfechan - - - - - F.C. -	- - - - -	- - - - -	0 19 11½	- - - - -
Ecclesfechan, Infant & Industrial F.C. 12	*50 0 0	1842	1 9 1½	145 15 0
Gasstown - - - - - Par. -	45 0 0	1840	1 9 11½	- - - - -
Glencairn - - - - - F.C. 10	- - - - -	- - - - -	7 4 6½	650 15 10
Goodhope - - - - - Estab. Ch. 11	- - - - -	- - - - -	- - - - -	233 10 0
Hightae - - - - - F.C. 10	11 0 0	1855	5 5 0½	97 10 0
Hoddam - - - - - Par. 11	- - - - -	- - - - -	- - - - -	52 15 0
Holywood - - - - - Par. 11	- - - - -	- - - - -	2 5 10	27 15 0
Kirkmahoe - - - - - F.C. 10	- - - - -	- - - - -	6 0 7½	257 0 0
Kirkpatrick Fleming - - - F.C. -	- - - - -	- - - - -	- - - - -	37 10 0
Langholm - - - - - F.C. 10	117 0 0	1851	6 13 6	315 10 0
- - - - - - - - - - -	90 0 0	1855	- - - - -	- - - - -
Langholm - - - - - Par. 11	- - - - -	- - - - -	6 13 4	11 5 0
Langholm, Infant - - - Estab. Ch. 12	- - - - -	- - - - -	1 15 5½	12 1 8
Locharbriggs - - - - - G.A. -	50 0 0	1840	1 10 0	- - - - -
Lochmaben - - - - - Par. 11	208 9 0	1861	4 14 5½	175 13 4
Lochmaben - - - - - F.C. 10	15 0 0	1857	5 13 2½	199 18 4
Lockerbie - - - - - F.C. 10	320 0 0	1859	7 3 4½	257 7 6
Newton, Girls' School - - - - 11	- - - - -	- - - - -	- - - - -	22 3 4
Ruthwell - - - - - F.C. 10	- - - - -	- - - - -	2 13 11	45 5 0
Sibbaldie - - - - - Par. 11	- - - - -	- - - - -	- - - - -	43 15 0
Tinwald, Annisfield - - - Par. 11	54 0 0	1859	- - - - -	107 3 4
Trohoughton - - - - - G.A. -	30 0 0	1840	- - - - -	- - - - -
EDINBURGHSHIRE.				
Balerno, Subscription - - - Undl. 4	100 0 0	1842	- - - - -	196 10 0
" " - - - - - " -	5 7 6	1858	- - - - -	- - - - -
" " - - - - - " -	103 9 0	1861	- - - - -	- - - - -
Barnton, late Lauriston, Female Industrial - - - - - 4	- - - - -	- - - - -	- - - - -	338 13 4
Calder, East, Subscription - - - Undl. 4	- - - - -	- - - - -	2 4 0½	65 0 0
Calder, West - - - - - Par. 4	- - - - -	- - - - -	8 17 6½	371 2 6
Carrington - - - - - Par. 1	- - - - -	- - - - -	- - - - -	43 15 0
Cockpen - - - - - F.C. 2	168 0 0	1850	5 13 3½	533 3 4
Colinton and Currie - - - F.C. 1	117 0 0	1849	- - - - -	257 5 0
Coltbridge (Lord Mackenzie's) Undl. 2	103 10 0	1852	3 10 2½	344 2 6
Cousland, District - - - Undl. 1	150 0 0	1842	6 16 8	298 0 0
Cramond - - - - - Par. 4	- - - - -	- - - - -	2 5 7	300 15 0
Cramond - - - - - F.C. 2	- - - - -	- - - - -	2 4 0	212 16 8
Cramond, Davidson's Mains - - - F.C. -	124 0 0	1847	- - - - -	- - - - -
Cramond, Davidson's Mains - - - G.A. 4	- - - - -	- - - - -	- - - - -	373 5 10
Crichton - - - - - Par. -	- - - - -	- - - - -	9 3 2½	- - - - -
Dalkeith Academy - - - Free Ch. 2	248 0 0	1848	3 13 3½	1,047 10 10
Dalkeith, Buccleuch - - - Estab. Ch. 4	- - - - -	- - - - -	- - - - -	90 0 0
Dalkeith - - - - - Sess. 1	- - - - -	- - - - -	- - - - -	19 10 0
Dalkeith, Poor School - - - Sess. 1	- - - - -	- - - - -	- - - - -	20 5 0
Dalkeith, St. Mary's - - - Epis. 3	- - - - -	- - - - -	- - - - -	170 13 4
Dalmahoy, St. Mary's - - - Epis. 3	- - - - -	- - - - -	1 18 0	157 0 0
Edinburgh, Advocates' Close, High F.C. 2	- - - - -	- - - - -	2 16 8½	157 16 8
Edinburgh, Buccleuch - - - Sess. 1	*750 0 0	1839	- - - - -	37 12 6
Edinburgh, Canongate, Burgh - - - Estab. Ch. 4	250 0 0	1854	14 17 6	1,018 1 8
Edinburgh, Canongate - - - Sess. 4	*350 0 0	1836	6 16 8	800 6 8
Edinburgh, Canongate Christian Society's, Male School - - - 4	- - - - -	- - - - -	1 8 6	341 1 8
Edinburgh, Canongate Christian Society's Female School - - - 4	- - - - -	- - - - -	1 3 6	581 0 0
Edinburgh, Canonmills, St. Mary's - - - - - F.C. 2	141 15 0	1850	16 0 5½	495 18 4
- - - - - - - - - - -	8 10 0	1854	- - - - -	- - - - -
Edinburgh, Canonmills, St. Mary's Sess. -	- - - - -	- - - - -	8 15 0½	- - - - -

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	Amount.	Date of Payment.		
EDINBURGHSKIRE— <i>cont.</i>				
Edinburgh, Chalmers', Westport, Territorial - F.C. 2	£ s. d.		£ s. d.	£ s. d.
Edinburgh, Dean-Chalmers' - F.C. 2	- - -	- - -	19 3 4½	1,118 1 1
Edinburgh, Dr. Thomson's - F.C. 2	- - -	- - -	3 7 9½	363 6 8
Edinburgh, Fountainbridge Mis- sionary - Undl. 2	145 0 0	1850	- - -	3,231 8 4
Edinburgh, New North - F.C. 2	- - -	- - -	8 15 7½	1,050 4 2
Edinburgh, General Assembly of the Established Church of Scot- land - Undl. 4	- - -	- - -	8 11 10½	317 4 2
Edinburgh, Greenside (Dr. Bell's) Undl. 4	148 0 0	1848	17 3 11½	571 5 0
Edinburgh, High Church - Sess. 4	- - -	- - -	- - -	7 10 0
Edinburgh, Holyrood - F.C. 2	- - -	- - -	11 3 1	1,235 5 10
Edinburgh, Holy Trinity - Epis. 2	- - -	- - -	5 3 8½	- - -
Edinburgh, John Street, Indust. Undl. 2	- - -	- - -	- - -	153 1 8
Edinburgh, Model - G.A. 4	- - -	- - -	18 11 3½	3,042 14 2
Edinburgh, Model - F.C. 1	303 0 0	1858	20 16 8	5,174 8 4
Edinburgh, New Grey Friars - Sess. 4	254 0 0	1843	- - -	- - -
Edinburgh, Niddry Street (Dr. Bell's) - Undl. 4	- - -	- - -	25 3 3	1,501 12 6
Edinburgh, Northern District - F.C. 2	605 0 0	1848	7 6 10	2,079 12 6
Edinburgh, Old Grey Friars - G.A. 4	*845 0 0	1839	- - -	- - -
Edinburgh, Original Ragged, Ramsay Lane - Undl. 4	- - -	- - -	3 10 4	3,017 11 2
Edinburgh, Marionville, Original Ragged school - F.C. 2	120 0 0	1846	1 17 6	181 3 3
Edinburgh, Pilrig - F.C. 2	106 0 0	1857	12 16 0½	777 6 8
Edinburgh, Pleasance Territorial - F.C. 2	131 0 0	1854	14 16 11½	607 8 4
Edinburgh, Pleasance Territorial - F.C. 2	150 0 0	1858	- - -	- - -
Edinburgh (Roxburgh Street) - F.C. 2	- - -	- - -	- - -	33 0 0
Edinburgh, St. Andrew's Hall, Model - Epis. 3	- - -	- - -	10 4 2½	957 4 8
Edinburgh, St. Andrew's - R.C. 2	- - -	- - -	12 16 3	1,535 1 8
Edinburgh, St. Bernard's - Sess. 1	23 6 8	1857	5 5 0	269 0 0
Edinburgh, St. Columba, Old Town - Epis. 3	280 0 0	1848	3 15 8½	288 11 8
Edinburgh, St. George's - Epis. 3	- - -	- - -	- - -	169 0 0
Edinburgh, St. George's Local - G.A. 4	- - -	- - -	16 13 4	897 5 0
Edinburgh, St. Ignatius - R.C. 2	- - -	- - -	- - -	6 10 0
Edinburgh, St. John's - Epis. 3	- - -	- - -	12 15 11	948 19 2
Edinburgh, St. Mary's - Sess. 4	- - -	- - -	- - -	919 14 2
Edinburgh, St. Mary's, Female Industrial - Epis. 3	- - -	- - -	- - -	8 1 8
Edinburgh, St. Mary's and St. Catherine's (Lothian Street) Girls and Infants - R.C. 2	1,200 0 0	1860	23 0 11½	2,536 6 5
Edinburgh, St. Mary's (Horse Wynd), Infant - R.C. 2	- - -	- - -	- - -	334 16 8
Edinburgh, St. Patrick's (Market Street) - R.C. 2	- - -	- - -	10 14 9½	992 0 0
Edinburgh, St. Paul's District - F.C. 2	300 0 0	1852	14 8 9½	1,297 6 8
Edinburgh, St. Paul's (Carrubber's Close) - Epis. 3	- - -	- - -	3 9 4	714 3 4
Edinburgh, St. Stephen's - G.A. 4	*800 0 0	1836	- - -	- - -
Edinburgh, Thistle Street (Maclean's) Estab. Ch. 3	- - -	- - -	15 5 6½	383 8 4
Edinburgh, Tolbooth - Sess. 10	*600 0 0	1838	- - -	16 10 0
Edinburgh, Tolbooth, Congregational - F.C. 2	- - -	- - -	12 17 1½	501 3 4
Edinburgh, Trinity - Epis. 3	- - -	- - -	- - -	460 1 8
Edinburgh, Tron Church, Female Industrial School - Undl. 4	- - -	- - -	2 6 0	- - -
Edinburgh, United Industrial - Undl. 4	- - -	- - -	3 4 11½	1,992 3 9
Edmonstone, Colliery - G.A. 4	- - -	- - -	7 19 2½	37 17 6
Edmonstone, Female - G.A. 4	- - -	- - -	5 9 2½	180 13 4
Fisherrow - F.C. 1	- - -	- - -	- - -	871 13 4
Fisherrow (Back of) Ragged - F.C. 2	204 0 0	1850	3 9 4	363 0 10
Fisherrow, English - Undl. 1	- - -	- - -	- - -	126 5 0
Fountainbridge, West, Female Indus- trial School - Undl. 1	- - -	- - -	- - -	157 1 8
Gilmerton, Female - Undl. 1	- - -	- - -	- - -	10 0 0



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EDINBURGHSIRE—cont.				
Glencross - - - - Par. 4	- - -	- - -	- - -	31 5 0
Gogar, Female - - - Estab.Ch. 3	- - -	- - -	- - -	20 0 0
Juniper Green - - - Undl. 4	80 0 0	1842	1 13 4½	227 5 0
Kirknewton - - - - Par. 2	- - -	- - -	3 11 5	68 15 0
Lasswade (Whitehill Colliery) Estab.Ch. 4	- - -	- - -	- - -	491 14 2
Leith, Hay's Mechanics' - - - 4	- - -	- - -	- - -	40 0 0
Leith - - - - R.C. -	- - -	- - -	5 0 0	359 18 4
Leith (Mariners') - - - F.C. 2	*490 0 0	1840	- - -	1,550 0 0
Leith, St. James' - - - Epis. 3	735 0 0	1857	12 17 2	913 1 8
Leith, St. John's - - - F.C. 1	*550 0 0	1837	4 9 1½	1,029 13 4
Leith, South - - - F.C. 2	650 0 0	1858	6 13 0½	1,060 5 0
Lenny Moor - - - - Undl. -	85 0 0	1842	- - -	- - -
Leven Lodge, Subscription - Undl. -	- - -	- - -	- - -	45 0 0
Liberton - - - - F.C. 3	- - -	- - -	- - -	5 0 0
Loanhead, Subscription - Undl. 4	- - -	- - -	3 1 4½	99 5 0
Meadowbank, Female Industrial Undl. 4	- - -	- - -	- - -	76 5 0
Morningside - - - F.C. -	108 15 0	1850	2 9 11½	169 6 8
Morningside, Original Subscription School - - - 3	- - -	- - -	7 0 11½	662 7 11
Musselburgh, Female - Estab. Ch. 2	- - -	- - -	1 0 2	508 8 4
Nellfield, Private School - - - 4	- - -	- - -	- - -	199 5 0
Newbattle - - - - Par. 4	- - -	- - -	3 15 0½	201 5 0
Newbattle (Collieries) - - - G.A. 4	- - -	- - -	6 10 9	413 15 0
Newbiggin - - - F.C. 2	- - -	- - -	- - -	892 13 4
Newhaven - - - G.A. -	*311 0 0	1839	- - -	- - -
Newhaven, Victoria - - - Undl. 1	- - -	- - -	- - -	282 2 6
Newhaven, Free Fisherman's Society Undl. 2	- - -	- - -	- - -	280 0 0
Newington - - - F.C. 2	300 0 0	1840	6 17 10	587 15 0
Penicuik - - - Par. 4	188 0 0	1847	- - -	168 10 0
Penicuik - - - F.C. 2	81 0 0	1859	6 1 2	258 11 8
Portobello - - - Epis. 3	- - -	- - -	1 0 0	176 18 4
Portobello - - - F.C. 2	- - -	- - -	2 17 7	359 15 0
Portobello, Female - - - Undl. 1	- - -	- - -	- - -	161 2 6
Ratho, Female - - - Estab.Ch. 4	- - -	- - -	- - -	161 13 4
Ratho, New Subscription - Estab.Ch. 4	- - -	- - -	- - -	225 10 0
Ratho and Kirknewton - - - F.C. -	117 0 0	1850	- - -	- - -
Roslin - - - F.C. 3	- - -	- - -	3 0 0½	52 18 4
Roslin - - - Estab.Ch. -	- - -	- - -	1 3 11½	46 10 0
Slateford, St. Cuthbert's, Subscrip- tion - - - Undl. 2	*100 0 0	1840	1 15 3	244 13 4
" " " " " " 15 0 0	15 0 0	1841	- - -	- - -
" " " " " " 70 0 0	70 0 0	1851	- - -	- - -
" " " " " " 16 0 0	16 0 0	1859	- - -	- - -
Stobhill - - - Estab.Ch. 4	90 0 0	1853	5 1 9	143 3 4
" " " " " " 112 10 0	112 10 0	1858	- - -	- - -
Stobhill, Mission - - - F.C. -	- - -	- - -	2 0 4	- - -
Temple - - - F.C. 2	- - -	- - -	- - -	99 0 6
Valleyfield, Infant and Industrial Undl. 2	- - -	- - -	3 6 9½	147 1 8
Wilkieston - - - F.C. 2	- - -	- - -	6 16 4½	466 16 8
ELGINSHIRE.				
Archiestown - - - G.A. -	101 0 0	1854	- - -	- - -
Bishopmill - - - G.A. 12	289 0 0	1858	- - -	510 1 8
Burghhead - - - F.C. 11	- - -	- - -	5 5 2	62 15 0
Burghhead - - - G.A. 12	- - -	- - -	- - -	131 10 0
Clackmarras District - Estab.Ch. 12	- - -	- - -	- - -	110 16 8
Duffus - - - Par. 12	- - -	- - -	1 14 2½	102 10 0
Elchies - - - Par. 8	- - -	- - -	- - -	42 15 0
Elchies - - - Second Par. -	- - -	- - -	1 10 0	- - -
Elgin, The Trades' - - - Undl. 12	*120 0 0	1838	- - -	247 10 0
Elgin, Anderson's Institution, Estab.Ch. 12	- - -	- - -	- - -	140 1 8
Elgin, Infants and Industrial - Undl. 12	*150 0 0	1837	1 8 8	250 11 8
" " " " " " 79 13 0	79 13 0	1861	- - -	- - -
Elgin, Girls - - - Epis. 9	110 0 0	1856	2 8 6	303 3 4
" " " " " " 56 0 0	56 0 0	1859	- - -	- - -
Findhorn - - - F.C. 11	- - -	- - -	3 2 6½	68 15 0
Fochabers (Milnes'), Free - Undl. 12	- - -	- - -	25 15 1	969 18 4

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ELGINSHIRE—cont.				
Forres - Epis. - 9	- - -	- - -	- - -	15 0 0
Forres (Frazer's), Female Industrial School - Estab.Ch. 12	70 0 0	1853	- - -	235 3 4
Garmouth - F.C. 11	80 0 0	1851	6 12 0½	198 10 0
Garmouth, Christian Society's - Estab.Ch. 12	- - -	- - -	2 10 0	76 5 0
Hopeman - G.A. 12	- - -	- - -	1 13 4½	181 7 6
Hopeman - F.C. -	- - -	- - -	3 4 8½	- - -
Kinloss - Par. 12	- - -	- - -	- - -	13 15 0
Llanbryd, St Andrew's - Par. 12	- - -	- - -	5 4 0½	232 0 10
Logie "school" - " -	- - -	- - -	a10 0 0	- - -
Lossiemouth - G.A. 12	522 1 6	1856	2 10 0½	418 1 8
Lossiemouth Girls - G.A. 12	- - -	- - -	- - -	137 16 8
Lossiemouth - F.C. 10	- - -	- - -	- - -	22 10 0
Speymouth - Par. -	- - -	- - -	2 11 8	- - -
Spynie, New - Par. 12	- - -	- - -	1 2 8	39 15 0
Urquhart - Par. 12	- - -	- - -	2 0 7½	208 15 10
Urquhart - F.C. 10	- - -	- - -	3 13 3½	442 17 6
FIFESHIRE.				
Aberdour - F.C. 11	- - -	- - -	7 15 1	111 0 0
Aberdour - Par. 5	- - -	- - -	2 0 0	43 13 4
Andrew's, St., Infants - Undl. 6	200 0 0	1844	- - -	447 1 8
Andrew's, St. (Fisher's) - Undl. 6	360 0 0	1858	6 7 0	500 5 10
Andrew's, St., Madras College - Undl. 6	- - -	- - -	- - -	1,160 5 0
Austruther, Easter - F.C. 11	222 0 0	1859	11 16 8½	164 15 0
Auchtermuchty - F.C. 8	65 0 0	1850	14 12 6	600 2 6
Auchtermuchty, Madras - G.A. 6	278 0 0	1857	a13 18 8	- - -
Auchtermuchty - Par. 6	- - -	- - -	9 16 1	358 14 2
Balmerino - Par. 6	- - -	- - -	- - -	94 18 4
Bogie, West - F.C. 6	38 15 0	1861	2 0 0	15 0 0
Boreland - Par. -	- - -	- - -	- - -	65 16 8
Brunton, Flisk, and Creich - F.C. -	80 0 0	1849	2 1 8	- - -
Buckhaven, Links School - 6	- - -	- - -	- - -	49 1 8
Burnside, Endowed - G.A. -	45 10 0	1849	- - -	- - -
Burnside, Subscription - 7	- - -	- - -	- - -	17 10 0
Burntisland - Epis. 3	- - -	- - -	13 15 0	377 15 0
Burntisland, Infants - F.C. 5	- - -	- - -	3 14 8½	167 6 8
Burntisland, Burgh School - 5	- - -	- - -	9 9 6	294 16 8
Cameron - Par. 6	- - -	- - -	2 11 8½	108 7 6
Carnbee - F.C. 11	86 0 0	1858	2 1 8	137 10 0
Cellardyke, Female - G.A. 5	*110 0 0	1840	- - -	48 0 0
Ceres - Par. 6	- - -	- - -	- - -	868 13 4
Ceres, Female Industrial School - 5	- - -	- - -	3 6 8	60 10 0
Cluny, Colliery, - Undl. 6	- - -	- - -	4 3 4	73 0 0
Collinsburgh, Subscription - G.A. 6	95 0 0	1844	1 19 9	14 11 8
Collessie - F.C. -	120 0 0	1855	- - -	- - -
Collessie, New - Par. 6	- - -	- - -	5 11 7	292 8 4
Crail, Town and Parochial School - 6	- - -	- - -	4 3 4	18 6 8
Cupar (Madras Academy) - Undl. 6	- - -	- - -	49 18 2	1,748 9 2
Dairsie - Par. 6	- - -	- - -	1 13 4	22 15 0
Dairsie - F.C. -	- - -	- - -	3 0 8	- - -
Dalgaty - Par. 5	- - -	- - -	3 10 10	71 8 4
Denhead, Subscription - G.A. 6	67 10 0	1852	5 8 7	152 10 0
Donibristle, Colliery - Par. 6	- - -	- - -	5 5 0½	4 10 0
Dunbog - Par. 6	- - -	- - -	4 1 8	265 16 8
Dunfermline Abbey - F.C. 8	400 0 0	1847	- - -	987 14 2
Dunfermline, Female Industrial - Undl. 5	200 0 0	1842	34 6 9½	513 0 0
Dunfermline, Goldrum (M'Lean's) G.A. 5	445 0 0	1861	- - -	- - -
Dunfermline, Wilson's Institution F.C. -	367 0 0	1848	25 13 4½	1,304 10 0
Dunfermline, St. Leonard's Works - Undl. 5	- - -	- - -	7 15 0	- - -
Dunfermline, Trinity - Epis. 3	- - -	- - -	20 6 6½	401 15 0
Dunino - Par. 6	- - -	- - -	- - -	58 10 0
Dunshelt - Estab. Ch. 5	- - -	- - -	3 6 8	54 5 0
				20 0 0

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FIFESHIRE— <i>cont.</i>				
Dysart, Burgh and Parochial	- 6	- - -	- - -	291 11 8
Dysart, Subscription School	- 6	*330 0 0 140 0 0	1839 1840	52 11 8
Dysart, Industrial School	- 5	- - -	3 8 10	72 0 0
Earlsferry, Infant and Industrial F.C.	10	78 0 0	1854	216 13 4
Earlsferry, Subscription School	- 5	105 0 0	1855	229 19 2
		7 17 8	1857	
Easter Fernie " " " " G.A.	-	88 0 0	1856	
Elie " " " " Estab. Ch.	6	- - -	- - -	325 3 4
Falkland " " " " Par.	6	- - -	16 17 6½	737 4 2
Ferryport-on-Craig, Subscription F.C.	7	65 0 0 10 0 0 49 0 0	1840 1842 1853	790 0 10
Ferryport-on-Craig " " " " Par.	5	- - -	2 8 3	75 10 0
Flockhouse " " " " Undl.	7	- - -	1 18 7½	201 11 8
Forgan " " " " Par.	5	- - -	2 3 4	50 7 6
Fruchie, Subscription " " " " Undl.	6	- - -	6 16 2½	133 11 8
Gallatown, Subscription " " " " Undl.	11	37 10 0	1858	153 0 0
Gilston, New, Subscription " " " " Undl.	6	32 10 0 20 10 6	1850 1858	46 15 0
Kelty " " " " F.C.	11	- - -	- - -	42 10 0
Kembach " " " " Par.	6	- - -	2 2 8	130 16 8
Kennoway " " " " Par.	6	- - -	10 8 7½	700 1 8
Kettlebridge, Subscription " " " " Undl.	5	- - -	2 10 0	90 0 0
Kilconquhar " " " " Par.	5	- - -	4 6 7½	587 0 10
Kinghorn " " " " F.C.	8	- - -	1 2 4	133 11 8
Kingsbarns " " " " Par.	6	- - -	9 7 1	144 16 8
Kirkcaldy, Burgh School " " " " -	6	- - -	- - -	1,041 0 0
Kirkcaldy, Industrial Ragged School " " " " -	-	- - -	- - -	376 17 6
Ladybank, " " " " Estab. Ch.	5	264 0 0	1855	427 1 8
Largo Durham, Fem. Charity Estab. Ch.	6	144 0 0	1859	275 18 4
Largoward, Subscription School " " " " -	5	- - -	- - -	173 0 0
Leslie " " " " Par.	5	*430 0 0	1838	134 10 0
Letham, Lady Leven's School " " " " -	-	- - -	4 0 0	
Letham, Subscription " " " " Estab. Ch.	5	- - -	2 15 0½ 7 18 3½	589 18 4
Leuchars " " " " Par.	5	- - -	0 13 0 0	
Leven " " " " F.C.	8	- - -	- - -	279 13 4
Limekilns, Village " " " " -	5	- - -	8 18 2½	320 6 8
Lochgelly (Ironworks School) " " " " -	6	274 0 0	- - -	65 3 4
Lundin Mill, Subscription " " " " Undl.	5	330 0 0	1851 1859	976 0 0
Markinch " " " " F.C.	10	- - -	8 5 10 13 1 6½	171 2 6
Monance, St., Infant School " " " " -	5	125 0 0	3 13 4	312 0 0
Monance, St., Mixed " " " " Par.	5	- - -	- - -	3 6 8
Monimail " " " " F.C.	-	90 0 0	1 11 2	128 8 4
Newburgh " " " " Estab. Ch.	5	318 0 0	- - -	
Newburgh " " " " Par.	6	- - -	6 0 0½	107 13 4
Newport " " " " F.C.	7	182 0 0	- - -	72 13 4
Pathhead and Sinclairtown " " " " Undl.	6	293 0 0 10 0 0 35 10 0	1854 1850 1853 1859	709 0 0
" " " " " " -	-	- - -	22 10 2½	727 1 8
Pitlessie " " " " F.C.	7	- - -	- - -	
Pittenweem " " " " Undl.	5	76 0 0	1844	3 15 7½
Prinlows " " " " Undl.	6	- - -	- - -	431 0 0
Scoonie " " " " Par.	5	- - -	- - -	115 19 2
" " " " " " -	-	- - -	18 4 8	6 5 0
Sinclairtown, Hawklemuir, and Parkhead " " " " Undl.	-	- - -	10 6 0½	475 19 2
Springfield " " " " F.C.	7	219 0 0	0 14 4 0	
Star Subscription " " " " Undl.	-	- - -	3 0 0½	
Strathkinness " " " " F.C.	7	100 0 0	4 16 6½	672 15 0
Strathmiglo, Subscription " " " " Par.	-	- - -	1 16 3½	
Thornton " " " " G.A.	-	180 0 0	6 13 9	318 9 2
Torryburn " " " " Par.	8	- - -	3 7 6	
Townhill, Colliery School " " " " -	4	- - -	7 12 5½	
Wemyss, East " " " " F.C.	8	378 0 0	- - -	397 18 4
Wemyss " " " " Par.	6	- - -	- - -	12 10 0
		- - -	8 5 10	565 3 4
		- - -	2 19 11½	588 6 8



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FORFARSHIRE.				
	£ s. d.		£ s. d.	£ s. d.
Aldbar (Private School) - - - 2	- - - - -	- - - - -	2 17 9 <sup>3</sup> / <sub>4</sub>	383 11 8
Arbilot - - - - - Par. - - -	- - - - -	- - - - -	3 6 9	- - - - -
Arbroath, Abbey Church School - - -	240 0 0	1841	- - - - -	- - - - -
Arbroath - - - - - Par. 2	- - - - -	- - - - -	22 11 3 <sup>1</sup> / <sub>4</sub>	792 15 0
Arbroath, Free Church (Educa- tional Institution) - - - - - 7	- - - - -	- - - - -	a6 13 4	- - - - -
Arbroath, Free Church (Educa- tional Institution) - - - - - 7	- - - - -	- - - - -	4 11 5	650 13 4
Arbroath Local Schoolmasters' Association - - - - -	- - - - -	- - - - -	a10 0 0	- - - - -
Arbroath, Dale Cottage Reformatory - 2	- - - - -	- - - - -	1 9 11 <sup>1</sup> / <sub>2</sub>	- - - - -
Balkello, Self Supporting Estab. Ch. 2	- - - - -	- - - - -	- - - - -	414 12 3
Barry - - - - - F.C. 7	70 0 0	1854	- - - - -	11 13 4
Barry - - - - - F.C. 7	- - - - -	- - - - -	2 19 0	260 3 4
Barry - - - - - F.C. 7	- - - - -	- - - - -	a10 0 0	- - - - -
Blacklunnans - - - - - G.A. 7	- - - - -	- - - - -	- - - - -	68 0 0
Bonnington - - - - - F.C. 7	168 0 0	1856	4 6 8 <sup>3</sup> / <sub>4</sub>	254 1 8
Bonnington - - - - - F.C. 7	- - - - -	- - - - -	a10 0 0	- - - - -
Brechin - - - - - F.C. 8	150 0 0	1850	- - - - -	823 0 10
Brechin - - - - - F.C. 8	27 10 0	1861	- - - - -	- - - - -
Brechin - - - - - Par. 2	- - - - -	- - - - -	- - - - -	1,179 9 4
Brechin, Infant School - - - - -	*220 0 0	1837	- - - - -	- - - - -
Brechin, the Tenements' School - - - 2	569 0 0	1860	- - - - -	- - - - -
Brechin, St. Andrew's - - - - - Epis. 6	- - - - -	- - - - -	6 5 0	7 16 8
Broughty Ferry - - - - - F.C. 7	186 0 0	1849	1 11 8	137 19 2
Broughty Ferry (West Ferry) - - - - - Sess. 1	- - - - -	- - - - -	3 18 4 <sup>1</sup> / <sub>4</sub>	559 6 8
Burnside of Inshewan - - - - - G.A. -	90 0 0	1848	- - - - -	293 5 0
Carnoustie, Female - - - - - F.C. 7	250 0 0	1855	10 19 2	- - - - -
Carnoustie, Female - - - - - F.C. 7	90 0 0	1857	a14 0 0	453 10 0
Carnoustie, Male - - - - - F.C. 7	*120 0 0	1844	5 0 0	- - - - -
Carnoustie, Subscription - - - - - 2	- - - - -	- - - - -	- - - - -	17 10 0
Charleston School - - - - - 2	- - - - -	- - - - -	- - - - -	46 5 0
Colliston - - - - - F.C. 7	- - - - -	- - - - -	- - - - -	37 10 0
Craig Works - - - - - Estab. Ch. 2	- - - - -	- - - - -	2 10 0	74 3 4
Cupar Angus Female Industrial Epis. 3	- - - - -	- - - - -	6 15 3	253 6 8
Cupar Angus - - - - - F.C. 7	42 0 0	1861	7 2 4 <sup>1</sup> / <sub>2</sub>	829 7 6
Cupar Angus - - - - - Par. - - - - -	- - - - -	- - - - -	a12 0 0	- - - - -
Dudhope - - - - - F.C. 7	- - - - -	- - - - -	11 5 0	- - - - -
Dudhope - - - - - F.C. 7	- - - - -	- - - - -	3 15 0 <sup>1</sup> / <sub>4</sub>	592 17 6
Dundee, Chalmers' Free School - - - 7	230 0 0	1854	14 1 4 <sup>1</sup> / <sub>4</sub>	654 6 8
Dundee, Chapelshade - - - - - F.C. 8	- - - - -	- - - - -	9 14 2	335 3 4
Dundee (General) - - - - - Sess. 1	*500 0 0	1835	42 19 9 <sup>1</sup> / <sub>4</sub>	3,113 3 6
" - - - - - " - - - - -	*270 0 0	1836	- - - - -	- - - - -
" - - - - - " - - - - -	*100 0 0	1838	- - - - -	- - - - -
Dundee, Hill Town - - - - - F.C. 8	400 0 0	1843	- - - - -	- - - - -
Dundee, Meadowside, Female Sess. 1	- - - - -	- - - - -	16 6 4 <sup>1</sup> / <sub>2</sub>	1,184 4 2
Dundee, Park Wynd, Infants - - - - - F.C. -	*240 0 0	1837	10 2 9 <sup>1</sup> / <sub>4</sub>	1,014 0 0
Dundee, Princes' Street Chapel - Par. 1	- - - - -	- - - - -	3 10 0 <sup>1</sup> / <sub>4</sub>	124 11 8
Dundee, Rood Yards - - - - - Epis. 6	- - - - -	- - - - -	1 5 3 <sup>1</sup> / <sub>4</sub>	179 11 8
Dundee (Rosebank) - - - - - Sess. 1	100 0 0	1849	6 19 3 <sup>1</sup> / <sub>4</sub>	1,831 16 2
Dundee, St. Andrew's, Meadowside - - Sess. 1	178 0 0	1857	- - - - -	- - - - -
Dundee, St. Andrew's - - - - - F.C. 7	450 0 0	1842	- - - - -	- - - - -
Dundee, St. Andrew's - - - - - F.C. 7	- - - - -	- - - - -	14 15 10 <sup>1</sup> / <sub>4</sub>	388 15 0
Dundee, St. David's - - - - - F.C. 7	550 0 0	1842	11 6 8 <sup>1</sup> / <sub>4</sub>	1,374 17 6
Dundee, St. David's - - - - - Sess. 1	- - - - -	- - - - -	18 8 2 <sup>1</sup> / <sub>4</sub>	1,598 10 0
Dundee, St. John's, Boys - - - - - Sess. 1	- - - - -	- - - - -	1 8 7	138 13 4
Dundee, St. John's, Boys - - - - - Sess. 1	241 0 0	1856	10 10 4	510 16 8
Dundee, St. John's, Boys - - - - - F.C. 7	57 2 0	1858	- - - - -	- - - - -
Dundee, St. John's, Boys - - - - - F.C. 7	- - - - -	- - - - -	- - - - -	812 17 6
Dundee, St. John's, Girls & Infants, Industrial - - - - - F.C. 7	*260 0 0	1837	- - - - -	- - - - -
Dundee, St. John's, Girls & Infants, Industrial - - - - - F.C. 7	- - - - -	- - - - -	17 19 4 <sup>1</sup> / <sub>2</sub>	735 5 0
Dundee, North East District, Juvenile and Infant Schools, Crescent Street - - - - - F.C. -	472 10 0	1840	- - - - -	- - - - -
Dundee, St. Mary Magdalene's - - - - - Epis. 6	- - - - -	- - - - -	- - - - -	483 8 4
Dundee, St. Mary's - - - - - R.C. 4	- - - - -	- - - - -	7 5 8 <sup>1</sup> / <sub>4</sub>	127 10 0
Dundee, St. Paul's, Boys - - - - - Epis. 6	- - - - -	- - - - -	5 0 0 <sup>1</sup> / <sub>4</sub>	387 8 4
Dundee, St. Peter's - - - - - F.C. 7	85 0 0	1861	23 10 10 <sup>1</sup> / <sub>4</sub>	1,902 13 4
Dundee, St. Salvador's, Girls - - - - - Epis. 6	- - - - -	- - - - -	2 6 2	418 19 2
Dundee, Wallace Town, Juvenile F.C. 7	- - - - -	- - - - -	18 5 1 <sup>1</sup> / <sub>4</sub>	866 3 4

a Scientific apparatus.

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		Amount.	Date of Payment.		
FORFARSHIRE— <i>cont.</i>					
Dundee, Wallace Town, Infant and Industrial	F.C. 7	- - -	- - -	- - -	546 10 0
Dundee, Wallace Town	-	- - -	- - -	2 1 2	- - -
Dundee, Wallace Town	Sess. 1	- - -	- - -	- - -	148 0 0
Dunnichen	F.C. 8	184 16 0	1854	7 2 7	188 4 2
Dunnichen	Par. 2	- - -	- - -	11 10 0½	437 4 8
Fearn	Par.	- - -	- - -	2 10 0	- - -
Ferryden, Infants	G.A.	*75 0 0	1840	- - -	- - -
Ferryden, Fishermen's School	G.A.	80 0 0	1843	- - -	- - -
Forfar, Burgh School	- 2	- - -	- - -	- - -	62 13 4
Forfar, East Town End Free	Undl. 8	200 0 0	1846	- - -	854 15 0
Forfar, Female Industrial School	- 2	388 0 0	1860	- - -	69 5 0
Forfar, North End Burgh	Undl. 2	357 0 0	1856	3 18 6½	299 10 0
Forfar, West Town End Free	Undl. 8	121 0 0	1846	- - -	325 11 8
Fotheringham, Girls'	F.C. 7	- - -	- - -	- - -	28 6 8
Frickheim	Estab. Ch. 2	*70 0 0	1839	5 0 0½	332 3 4
		100 0 0	1861	- - -	- - -
Frickheim	F.C. 7	- - -	- - -	1 9 11¼	480 5 0
Glenisla	Par. 2	- - -	- - -	- - -	44 5 0
Glenisla	F.C. 8	196 0 0	1861	1 8 8	- - -
Greenfield, Industrial	- 8	- - -	- - -	- - -	15 0 0
Inverbrothock	Sess. 2	300 0 0	1843	5 6 10	740 18 4
Inverbrothock	F.C. 7	- - -	- - -	8 7 2	1,172 0 0
Inverkeilor	Par. 2	- - -	- - -	5 1 8½	313 3 4
		- - -	- - -	a6 12 0	- - -
Kettins	Par. 2	- - -	- - -	3 14 10½	196 13 4
Kilry Society's	Par.	- - -	- - -	1 13 4	- - -
Kirkbuddo	F.C. 3	100 0 0	1855	3 16 9	- - -
Kirriemuir	Epis. 3	- - -	- - -	- - -	534 0 10
Kirriemuir, Industrial	Par. 2	- - -	- - -	3 6 8½	96 6 8
Kirriemuir, South	F.C. 7	- - -	- - -	2 17 6½	150 0 0
Kirriemuir, Webster's Seminary	Undl. 2	- - -	- - -	- - -	492 0 10
Ladyloan	F.C. 8	20 0 0	1858	9 9 11¼	1,090 10 10
		- - -	- - -	a9 1 4	- - -
Letham, Feuar's	Undl. 2	- - -	- - -	7 19 2	715 13 4
Liff	F.C. 7	132 0 0	1848	3 0 0	52 10 0
Loanhead	Sess. 2	335 0 0	1857	2 11 8	73 9 2
Lochee	Sess. 1	*130 0 0	1838	6 5 0	777 5 0
Lochee	F.C. 6	- - -	- - -	5 16 8½	- - -
Lochee	Epis. 6	- - -	- - -	- - -	21 9 2
Lochee	Epis. 6	- - -	- - -	1 6 8½	87 10 0
Logie Pert	Par. 2	- - -	- - -	1 13 4½	36 0 0
Lunanhead (Madras, Self-sup- porting)	G.A. 2	48 9 10	1843	2 10 0½	87 15 0
		36 15 0	1859	- - -	- - -
Mains	Par. 1	- - -	- - -	- - -	398 3 4
Mains and Strathmartin	F.C. 7	- - -	- - -	2 18 4	52 10 0
Marywell Village	Par. 2	- - -	- - -	1 9 2	- - -
Monifieth, Female School	- 2	- - -	- - -	1 18 2½	44 11 8
Monifieth	Par. 1	- - -	- - -	5 15 6½	331 15 0
Monikie, Female	F.C. 7	- - -	- - -	4 11 8½	267 3 4
Montrose, Castle Street	F.C. 7	207 0 0	1848	10 12 0½	- - -
		166 0 0	1858	- - -	- - -
Montrose, Dorward's Seminary, Lower School	F.C. 6	- - -	- - -	- - -	241 10 0
Montrose, Dorward's Seminary, Upper School	Undl. 7	- - -	- - -	4 7 9½	951 0 0
Montrose, Hill Side	F.C. 10	169 0 0	1857	3 6 8½	118 5 0
Montrose, St. John's	Sess. 2	382 0 0	1842	5 11 4½	1,073 5 0
Montrose, St. John's	F.C. 7	*200 0 0	1838	6 5 0½	1,786 5 0
		126 0 0	1842	- - -	- - -
Montrose, St. Mary's	Epis. 6	- - -	- - -	2 3 7½	749 11 8
Montrose, White's	Estab. Ch. 2	- - -	- - -	7 14 3½	591 15 0
Muirland	Sess. 6	*60 0 0	1839	1 3 6	12 1 8
Pitkenney	G.A.	68 0 0	1848	- - -	- - -
Stracathro	Par. 2	- - -	- - -	- - -	63 15 0
Tealing	F.C. 8	73 10 0	1850	5 0 0	155 15 0
Vigeans, St.	Par. 2	- - -	- - -	4 3 4	47 13 4

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HADDINGTONSHIRE.				
	£ s. d.		£ s. d.	£ s. d.
Barns, East, Side - - - - - G.A. 4	- - - - -	- - - - -	6 10 10	157 10 0
Dunbar, Belhaven - - - - - F.C. 2	64 0 0	1853	3 6 8	540 18 6
Dunbar, Burgh - - - - - - - 4	- - - - -	- - - - -	12 10 8	462 1 8
Elphinstone - - - - - G.A. 12	- - - - -	- - - - -	- - - - -	32 10 0
Gladsmuir - - - - - Par. 4	- - - - -	- - - - -	- - - - -	25 0 0
Gladsmuir, Iron Works - - - - - F.C. 3	- - - - -	- - - - -	2 13 4	72 10 0
Haddington, Industrial - - - - - Undl. 2	- - - - -	- - - - -	5 6 8	409 3 4
Haddington, Mill Wynd - - - - - F.C. 2	- - - - -	- - - - -	3 0 0½	56 10 0
Longniddry - - - - - Estab. Ch. 4	280 0 0	1860	2 5 1	44 15 0
Ormistoun - - - - - F.C. 2	- - - - -	- - - - -	3 5 0½	305 2 6
Pencaitland - - - - - Par. -	- - - - -	- - - - -	2 0 0½	46 0 10
Pencaitland (Newton) - - - - - G.A. -	- - - - -	- - - - -	- - - - -	25 10 0
Prestonkirk, Female - - - - - Sess. 4	- - - - -	- - - - -	2 12 6½	142 10 0
Prestonkirk - - - - - Par. 4	- - - - -	- - - - -	- - - - -	51 11 8
Prestonkirk - - - - - F.C. 2	100 0 0	1849	16 8 3½	511 19 2
Prestonpans - - - - - - - - -	- - - - -	- - - - -	11 15 4	- - - - -
Salton, (West) Female - - - - - F.C. 2	104 0 0	1852	9 3 6½	541 19 2
Samuelston - - - - - Par. 2	- - - - -	- - - - -	1 13 4	33 0 0
Samuelston - - - - - G.A. 4	- - - - -	- - - - -	- - - - -	136 0 0
Tranent - - - - - F.C. 1	72 10 0	1849	3 15 0½	581 1 8
Tranent, Female Subscription S. - - - - - 12	- - - - -	- - - - -	- - - - -	70 3 4
Tranent - - - - - Par. 4	- - - - -	- - - - -	- - - - -	382 10 0
Tranent, New Winton - - - - - Ch. of S. 4	- - - - -	- - - - -	- - - - -	100 1 8
Yester - - - - - F.C. 2	- - - - -	- - - - -	4 2 6½	194 15 0
INVERNESS-SHIRE.				
Aigas, Subscription School - - - - - - -	- - - - -	- - - - -	1 6 8	123 11 8
Aodunban and Flashadder - - - - - G.A. 4	180 0 0	1856	- - - - -	59 3 4
Ardersier - - - - - F.C. 6	- - - - -	- - - - -	8 16 9	473 3 4
Arnisdale - - - - - G.A. -	- - - - -	- - - - -	1 6 8	33 0 0
Balevanick School - - - - - - -	- - - - -	- - - - -	- - - - -	32 10 0
Beaully - - - - - R.C. 6	- - - - -	- - - - -	2 9 2	87 10 0
Bernisdale - - - - - F.C. -	- - - - -	- - - - -	3 6 8	- - - - -
Boleskine - - - - - Par. -	- - - - -	- - - - -	1 7 5½	63 0 0
Bunroy - - - - - G.A. -	- - - - -	- - - - -	- - - - -	137 0 0
Camiscross - - - - - G.A. -	- - - - -	- - - - -	- - - - -	127 15 10
Cannick Bridge - - - - - Par. 4	- - - - -	- - - - -	- - - - -	117 0 0
Carbost - - - - - G.A. -	125 0 0	1844	- - - - -	- - - - -
Colbost - - - - - Estab. Ch. -	85 10 0	1853	2 16 8½	95 15 0
Corrimony, Female - - - - - F.C. 6	- - - - -	- - - - -	1 5 0	13 6 8
Culloden - - - - - F.C. 6	- - - - -	- - - - -	1 19 11½	535 1 8
Dallarossie (Moy) - - - - - G.A. -	22 0 0	1840	- - - - -	- - - - -
Daviot - - - - - F.C. 6	85 0 0	1849	3 1 8	559 12 6
Dockgarroch - - - - - G.A. 8	- - - - -	- - - - -	- - - - -	82 18 4
Drumfearn District - - - - - F.C. -	- - - - -	- - - - -	- - - - -	3 2 6
Duirinish - - - - - Par. 8	- - - - -	- - - - -	3 4 2½	210 13 4
Dulnain Bridge - - - - - Ch. of S. 4	272 0 0	1858	1 19 8	3 15 0
Dunskellar - - - - - Parliamentary S. 8	- - - - -	- - - - -	- - - - -	29 3 4
Eskdale - - - - - R.C. 4	- - - - -	- - - - -	- - - - -	3 15 0
Farraline Park (Bell's School) - - - - - G.A. 4	- - - - -	- - - - -	- - - - -	1,158 10 0
Fort Augustus - - - - - G.A. 8	- - - - -	- - - - -	- - - - -	263 0 0
Fortwilliam - - - - - F.C. 6	- - - - -	- - - - -	3 6 8½	596 1 8
Glengary - - - - - G.A. 4	- - - - -	- - - - -	1 10 6	226 16 8
Glantown, Grammar School - - - - - - - 4	- - - - -	- - - - -	- - - - -	466 18 4
Harris, (Lady Dunmore's) - - - - - Undl. 8	- - - - -	- - - - -	- - - - -	5 16 8
Inverness - - - - - G.A. -	*125 0 0	1837	- - - - -	- - - - -
" - - - - - " - - - - -	87 0 0	1840	- - - - -	- - - - -
Inverness Female Industrial (So- ciety) School - - - - - - - 4	- - - - -	- - - - -	3 18 10	3 6 8
Inverness, Model - - - - - F.C. 6	626 0 0	1849	20 3 0	2,017 12 6
" - - - - - - - - -	23 7 8	1853	- - - - -	- - - - -
Inverness, The Bishop's - - - - - Epis. 9	530 0 0	1857	2 5 3½	446 13 10
Inverness, Tanner's Lane - - - - - - -	- - - - -	- - - - -	- - - - -	- - - - -
Reformatory - - - - - Undl. 4	- - - - -	- - - - -	1 16 7½	490 16 10
Kilmalie - - - - - Par. 4	- - - - -	- - - - -	- - - - -	443 1 8
Kilmonivaig - - - - - Par. 4	- - - - -	- - - - -	3 0 0	15 0 0
Kilmorack - - - - - Par. 4	- - - - -	- - - - -	2 10 0	364 5 0

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INVERNESS-SHIRE—cont.				
Kirkhill - - - - F.C. 6	£ s. d.		£ s. d.	£ s. d.
Kirkhill - - - - Par. 8	- - -	- - -	9 10 4	501 5 0
Kyleakin - - - - G.A. 8	- - -	- - -	- - -	194 5 0
Loanmore - - - - F.C. -	181 0 0	1860	- - -	118 0 0
Moy - - - - F.C. -	75 12 0	1850	- - -	- - -
Mussady, Female - - F.C. -	- - -	- - -	0 13 4½	- - -
Portree, Congregational - F.C. 8	- - -	- - -	- - -	3 15 0
Raasay - - - - F.C. 7	- - -	- - -	- - -	42 15 0
Snizort - - - - F.C. 7	133 0 0	1850	- - -	124 11 8
Stratherrick - - - F.C. 6	60 0 0	1848	4 16 11	281 6 8
Strathnairn - - - Epis. 9	- - -	- - -	4 7 6¾	248 13 4
KINCARDINESHIRE.				
Banchory Ternan - - F.C. 11	- - -	- - -	- - -	106 16 8
Banchory, Grammar - - Par. 3	- - -	- - -	- - -	37 10 0
Benholme - - - - F.C. 7	- - -	- - -	3 14 2	423 0 0
Brachmont - - - - F.C. 10	- - -	- - -	1 0 8	13 6 8
Catterline, St. Philip's - Epis. 6	- - -	- - -	5 1 8	261 1 8
Cookney - - - - Estab. Ch. 3	137 8 4	1858	- - -	17 10 0
Crathes, Female - - - Estab. Ch. 3	- - -	- - -	- - -	38 10 0
Cyrus, Saint - - - F.C. 9	- - -	- - -	5 14 2½	293 17 6
Cyrus, Saint - - - Par. 3	- - -	- - -	6 5 1¼	387 16 8
Cyrus, St., Porteous, Female - G.A. 3	- - -	- - -	2 16 8½	163 5 0
Cyrus, St. (Stratton's Endowed) G.A. 3	- - -	- - -	3 14 10½	234 18 4
Drumlithie - - - - Epis. 6	- - -	- - -	1 10 0	217 4 2
Drumlithie - - - - F.C. -	- - -	- - -	1 10 0	- - -
Dunnottar - - - - Par. 10	- - -	- - -	2 1 2	368 17 6
Fasque School - - - - - 4	- - -	- - -	- - -	68 15 0
Fettercairn - - - - Par. 3	- - -	- - -	2 10 0	491 8 4
Fettercairn - - - - F.C. 7	59 0 0	1851	3 2 4½	320 0 0
Fordoun - - - - F.C. 9	- - -	- - -	10 13 9¾	552 10 0
Inch, Privately Endowed School - 3	- - -	- - -	- - -	28 15 0
Inchmarlo - - - - G.A. 3	- - -	- - -	- - -	17 10 0
John's Haven, Female - - G.A. 3	- - -	- - -	4 7 4¼	234 15 0
Laurencekirk, Congregational - F.C. 7	- - -	- - -	3 6 8½	406 10 0
Laurencekirk - - - Epis. 6	- - -	- - -	3 16 7½	230 5 0
Laurencekirk - - - Par. 3	- - -	- - -	12 1 6½	362 16 8
Marykirk - - - - Par. 3	- - -	- - -	6 18 6¾	171 15 0
Newtonhill - - - - Epis. -	- - -	- - -	- - -	26 10 0
Rickarton, Sub. School - - - -	- - -	- - -	2 10 0	- - -
Stonehaven - - - - F.C. 9	- - -	- - -	- - -	273 18 4
Stonehaven, St. James' - - Epis. 6	- - -	- - -	4 1 5	111 6 8
Stranathra - - - - Epis. -	- - -	- - -	1 9 3¼	- - -
Tannachie, District School - - - -	- - -	- - -	2 14 6	- - -
Tipperty - - - - F.C. -	- - -	- - -	4 14 11½	- - -
Waterlair - - - - F.C. 11	- - -	- - -	4 16 5¼	76 5 0
KINROSS-SHIRE.				
Fossoway - - - - F.C. 10	80 0 0	1855	- - -	111 10 0
Fossoway - - - - Par. -	- - -	- - -	- - -	32 10 0
Kinross - - - - F.C. 8	115 0 0	1849	3 5 10	677 13 4
Maryburgh - - - - G.A. 5	- - -	- - -	2 6 8½	249 3 4
Orwell - - - - Par. 5	- - -	- - -	3 6 8	307 18 4
Portmoak - - - - F.C. 8	- - -	- - -	2 1 9¾	229 5 0
Portmoak - - - - Par. 5	- - -	- - -	3 9 3	119 10 0
KIRKCUDBRIGHTSHIRE.				
Auchencairn - - - - F.C. 11	75 0 0	1850	1 10 8½	62 15 0
Balmaghie - - - - F.C. 12	73 0 0	1849	2 1 4½	118 15 0
Balmaghie (Laurieston) - - Par. -	- - -	- - -	- - -	37 10 0
Borgue - - - - F.C. 10	- - -	- - -	2 19 11½	43 15 0
Bridge of Dee - - - - Estab. Ch. -	- - -	- - -	- - -	100 0 0
Buittle, High - - - - Par. 11	- - -	- - -	2 0 0	67 7 6
Cally, English - - - - Epis. 4	- - -	- - -	- - -	20 5 0

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
KIRKCUDBRIGHTSHIRE— <i>cont.</i>				
Castle Douglas - - - F.C. 11	£ s. d. 120 0 0	£ s. d. 1853	£ s. d. 3 16 10	£ s. d. 705 7 6
Castle Douglas - - - Par. 12	80 0 0	1856	- - -	- - -
Corsock - - - F.C. 11	- - -	- - -	2 17 8	576 13 6
Corsock, Female Industrial - - - 12	- - -	- - -	- - -	40 8 4
Creetown - - - G.A.	42 10 0	1846	- - -	90 0 0
Dalbeattie - - - Par. 12	55 0 0	1854	12 8 8½	758 3 4
Dalbeattie - - - F.C. 11	140 0 0	1854	9 5 0½	245 0 0
Dalbeattie, Female - - - Ch. of S. 12	176 9 4	1861	- - -	10 0 0
Dundrennan Abbey - - - F.C. 11	123 0 0	1849	1 13 4	346 0 0
Irongray (Shawhead) - - - F.C. 12	- - -	- - -	2 1 4	25 0 0
Kirkbean - - - Par. 11	- - -	- - -	- - -	42 10 0
Kirkpatrick, Durham, Industrial - - - 12	- - -	- - -	- - -	10 0 0
Kirkpatrick, Durham - - - Par. 12	- - -	- - -	3 12 7½	213 13 4
Kirkcudbright, Johnston's Free Sch. - - - 11	- - -	- - -	5 15 1	27 10 0
Kirkcudbright, Old Church - - - G.A. 12	- - -	- - -	2 7 3	289 2 6
Kirkcudbright, Town-End - - - Sess. 12	- - -	- - -	- - -	426 18 4
Kirkdale - - - G.A.	53 0 0	1847	- - -	- - -
Kirkgunzeon - - - Par. 11	- - -	- - -	2 16 5	113 8 4
Kirkmabreck - - - G.A. 11	- - -	- - -	5 0 0	149 12 6
Laggan Branch, Parish - - - Estab. Ch.	221 0 0	1857	- - -	- - -
Maxwelltown, Burgh Sch. - - - 11	139 0 0	1850	5 0 0½	264 12 6
Maxwelltown - - - F.C. 11	105 0 0	1849	10 10 7½	779 10 0
" - - - "	28 12 6	1857	- - -	- - -
Palnackie, Subscription - - - 11	- - -	- - -	- - -	75 16 8
Path (Lady Heron Maxwell's) Est. Ch. 11	- - -	- - -	- - -	165 0 0
Rhonehouse by Kelton - - - Par.	- - -	- - -	1 0 8½	196 0 0
Roughtree, Irongray - - - Par. 12	- - -	- - -	- - -	31 12 6
Terregles - - - Par. 12	- - -	- - -	- - -	115 8 4
LANARKSHIRE.				
Abington (Sir H. Colebrooke's) School - - - 3	- - -	- - -	- - -	106 10 0
Airdrie, Alexander's - - - Undl. 7	- - -	- - -	11 5 10	225 13 4
Airdrie, East Parish (Rawyard's) G.A.	*150 0 0	1839	- - -	- - -
Airdrie, West - - - F.C. 3	212 0 0	1843	7 2 4½	1,213 13 4
" - - - " - - - "	17 10 0	1850	- - -	- - -
" - - - " - - - "	143 0 0	1856	- - -	- - -
Airdrie, St. John's - - - Epis. 12	- - -	- - -	4 3 5½	403 11 8
Airdrie, St. Margaret's - - - R.C. 6	- - -	- - -	4 19 11½	836 13 8
Arden, Subscription School - - - 3	- - -	- - -	- - -	5 0 0
Auchincarn - - - Par. 6	- - -	- - -	1 12 2	6 5 0
Avondale - - - Par. 3	*250 0 0	1840	- - -	413 1 8
Bellshill Subscription School - - - 6	270 0 0	1859	- - -	13 2 6
Biggar - - - Par. 3	- - -	- - -	2 12 6½	203 15 0
Biggar, Infants - - - G.A.	75 0 0	1843	- - -	- - -
Biggar, Subscription School - - - 3	180 0 0	1861	- - -	4 16 8
Bishopbridge - - - Estab. Ch. 1	- - -	- - -	- - -	117 3 4
Blackquarry - - - F.C. 4	- - -	- - -	- - -	165 5 0
Blantyre - - - Par. 3	- - -	- - -	- - -	70 0 0
Blantyre Works School - - - Undl. 3	- - -	- - -	12 17 7½	235 17 6
Bluevale - - - Sess. 2	250 0 0	1855	5 0 0	305 0 10
Bothwell - - - Par. 2	*60 0 0	1839	- - -	246 13 4
Bothwell - - - F.C. 3	- - -	- - -	14 9 8	935 0 0
Bracehead, St. Andrew's - - - G.A.	74 0 0	1845	- - -	58 0 0
Bridgeton - - - F.C.	220 10 0	1851	8 7 7½	875 11 8
Bridgeton - - - Par. 2	*600 0 0	1838	9 6 8½	441 5 0
Bridgeton (Main Street), Public Association School - - -	*375 0 0	1839	- - -	- - -
Broomgate - - - G.A.	*225 0 0	1839	- - -	- - -
Calderbank Ironworks - - - Par.	- - -	- - -	13 5 10	- - -
Cambuslang, Subscription - - - Undl. 7	- - -	- - -	- - -	207 15 0
Carnbroe Iron Works - - - G.A. 8	380 0 0	1842	7 1 8	150 13 4
Carnwath - - - F.C. 2	- - -	- - -	- - -	67 10 0
Carnwath - - - Par. 3	- - -	- - -	5 2 2	143 10 0
" - - - "	- - -	- - -	as 6 8	- - -
Chapel District School - - -	212 0 0	1859	2 0 0	- - -

a Scientific apparatus.

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LANARKSHIRE—cont.				
Chapel Hall Iron Works - Par.	-	-	£ s. d.	£ s. d.
Chapelton, Subscription - Undl.	-	-	11 0 10	
Chryston - - - - - G.A. 4	*70 0 0	1839	19 2½	9 3 4
Chryston - - - - - F.C. 4	178 0 0	1854	3 12 6	25 5 0
Coatbridge - - - - - F.C. 2	177 15 0	1849	6 18 5	272 5 0
Coatbridge - - - - - Epis.	-	-	1 7 6½	
Coatbridge, Dundyvan Works - Undl.	2	-	22 17 6½	744 13 4
Coatbridge, St. Patrick's - R.C. 3	3	-	10 4 11	550 9 2
Coltness Iron Works School - 7	842 0 0	1859	22 10 0½	99 0 0
Covington - - - - - Par. 2	-	-	2 10 0½	94 6 8
Craigneuk Public School - - -	340 18 0	1859	-	-
Crossford, Subscription - Undl.	3	-	-	23 15 0
Crosshill, Branch - - - - - Par. 2	-	-	2 4 9½	361 10 10
Dalziel Colliery - - - - - Undl.	-	-	3 15 0	
Dalziel - - - - - Par. 3	-	-	3 4 10	278 6 3
Faskine and Palacecraig - Estab. Ch. 3	-	-	6 0 0½	23 7 6
Gain (near Airdrie) - - - - - S. 3	-	-	-	43 15 0
Gartsherrie, St. Mary's - - - G.A. 2	650 0 0	1844	12 10 10	152 3 4
Gartsherrie, St. George's - - - G.A. 2	-	-	4 10 0	96 5 0
Gartsherrie, St. James' - - - G.A. 2	-	-	4 16 8½	915 12 6
Gartsherrie, Fourth School - - 2	-	-	1 0 0	166 10 10
Gartsherrie Iron Works, Day and Evening - - - - - Estab. Ch. 7	949 0 0	1858	32 13 0½	240 4 2
Glasford - - - - - Par. 3	-	-	5 0 0	257 5 0
Glasgow (Anderston) - - - - - F.C. 4	-	-	-	61 6 8
Glasgow (Anderston), St. Mark's Burgh School - - - - - 2	*850 0 0	1836	15 6 6½	544 15 10
Glasgow (Anderston), St. Matthew's, William Street - - Sess. 1	400 0 0	1845	6 7 7½	1,593 10 0
Glasgow, Annfield St. John's - Par. 7	90 0 0	1854	-	-
Glasgow, Balfour School - - - 4	-	-	6 11 10½	233 15 0
Glasgow, Balfour, St. Paul's Industrial - - - - - 2	-	-	-	146 10 0
Glasgow, Blackfriars (College Parish) - - - - - G.A. 1	400 0 0	1856	-	70 16 8
Glasgow, Bridgegate - - - - - F.C. 2	-	-	3 16 1½	302 15 0
Glasgow, (Brownhill Street) - Sess. 3	-	-	7 14 5½	81 1 8
Glasgow (Brownfield), St. George's - - - - - Sess.	*700 0 0	1839	3 15 0½	118 15 0
Glasgow (Brownfield), Female Industrial - - - - - G.A. 2	-	-	11 11 1½	984 0 10
Glasgow (Calton), St. Luke's - Sess. 7	*395 0 0	1838	2 1 3	5 0 0
Glasgow (Calton), St. Mary's - R.C. 3	-	-	7 1 8	1,663 16 8
Glasgow (Chalmers' Street) - Sess. 3	*760 0 0	1840	7 3 10	1,044 11 8
Glasgow, Christ's Church (Mile End) - - - - - Epis. 12	*425 0 0	1838	1 13 8½	146 15 0
Glasgow, Cowcadden, Infants - G.A. 7	*150 0 0	1835	-	-
Glasgow, East (Milton Street) - F.C. 2	-	-	-	251 13 4
Glasgow, Finnieston Mission - F.C. 3	250 0 0	1854	11 19 2	856 8 4
Glasgow, Gardiner's Public School, (Highland Society's School) - - - - - Undl.	66 15 0	1860	-	-
Glasgow Industrial and Reformatory School (Duke Street) - Par. 9	-	-	2 19 9	76 10 0
Glasgow, House of Refuge (Females), Parliamentary Row - - 9	-	-	29 12 8½	1,597 8 9
Glasgow, Lennox - - - - - Par. 2	-	-	7 10 10½	6,767 19 10
Glasgow, Martyr's - - - - - G.A. 2	-	-	-	-
Glasgow, Milton - - - - - Estab. Ch. 2	400 0 0	1841	-	771 10 0
Glasgow, Milton, Indust. - - - Estab. Ch. 2	-	-	17 3 7	3 6 8
Glasgow, Murdock's, Boys' Industrial - - - - - G.A. 10	450 0 0	1851	-	45 16 8
Glasgow, Wilson's Endowed Charity - - - - - Par.	-	-	-	45 16 8
Glasgow, Old Wynd - - - - - F.C. 2	350 0 0	1848	2 14 2½	3 0 0
Glasgow, Established Church, Practising School - - - - - 2	*1,000 0 0	1838	14 11 0	476 12 6
" " " - - - - -	1,000 0 0	1840	19 16 3	1,984 7 6



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LANARKSHIRE— <i>cont.</i>				
Glasgow, Free Church Practising School - 2	£ s. d.		£ s. d.	£ s. d.
Glasgow, Reformatory School (61, Rotton Row Street) -	- - -	- - -	52 10 0½	6,113 11 8
Glasgow, Park Head, Barony Sess. 2	- - -	- - -	15 0 10½	3,318 18 4
Glasgow (Renfield Street), United Presbyterian Church Mission School 2	- - -	- - -	- - -	291 6 8
Glasgow, St. Alphonsus' - R.C. 6	- - -	- - -	- - -	26 2 6
Glasgow, St. Andrew's Parish and Madras - G.A. 8	572 5 0	1850	- - -	20 8 4
Glasgow, St. Andrew's - R.C. 3	- - -	- - -	25 14 10½	157 5 0
Glasgow, St. David's - Par. 2	- - -	- - -	2 10 7	1,375 19 2
Glasgow, St. Enoch's - Sess. 1	*750 0 0	1835	24 0 10	1,238 15 10
" - " -	407 12 0	1853	- - -	2,153 5 10
Glasgow, St. Enoch's, Female Industrial - Sess. 1	- - -	- - -	1 7 10	161 1 8
Glasgow, St. George's - Sess. -	*600 0 0	1836	- - -	- - -
Glasgow, St. George's (Kelvin Street) - F.C. 3	300 0 0	1853	14 14 9½	1,332 3 4
Glasgow, St. George's (Renfield Street) - F.C. 3	- - -	- - -	18 5 0	1,715 1 8
Glasgow, St. James' - Sess. 7	*450 0 0	1837	10 15 8	652 1 8
Glasgow, St. James', Female Industrial - Par. 7	- - -	- - -	- - -	5 0 0
Glasgow, St. John's (David Street, Gallowgate) - Par. 8	742 0 0	1857	5 16 8½	196 5 0
Glasgow, St. John's (Young Street) - G.A. 2	490 0 0	1850	23 6 0	622 10 2
Glasgow, St. John's (Young Street), Female - Sess. 2	- - -	- - -	- - -	350 0 0
Glasgow, St. John's (Moore Street) F.C. 4	- - -	- - -	38 15 10½	936 11 8
Glasgow, St. John's (East Hill Street Industrial) - F.C. 2	- - -	- - -	5 0 10	229 6 8
Glasgow, Gorbals, St. John's, Male (36, Portugal Street) - R.C. 3	- - -	- - -	8 11 8½	881 3 4
Glasgow, Gorbals, St. John's, Female (34, Portugal Street) - R.C. 3	- - -	- - -	21 5 1½	
Glasgow, St. John's (Macfarlane Street) - Par. 3	- - -	- - -	9 11 4½	51 6 8
Glasgow, St. Joseph's - R.C. 6	- - -	- - -	9 12 5	356 0 0
Glasgow, St. Jude's - Epis. 12	- - -	- - -	11 8 2½	424 16 8
Glasgow, St. Jude's (Corn Street) Epis. 12	- - -	- - -	- - -	130 5 0
Glasgow, St. Luke's, Free Industrial School - 3	- - -	- - -	- - -	101 13 4
Glasgow, St. Matthew's (Bishop Street) - Sess. 1	- - -	- - -	27 12 8	321 5 0
Glasgow, St. Matthew's - F.C. 2	440 0 0	1848	15 1 2½	1,253 7 6
Glasgow, St. Matthew's, Girls' Industrial - S. 1	- - -	- - -	- - -	625 1 8
Glasgow, St. Mungo's, "Freeland" Estab. Ch. 8	373 0 0	1843	3 1 11½	82 0 0
Glasgow, St. Mungo's and St. Columbkil's, Boys - R.C. 6	1,000 0 0	1858	- - -	116 1 8
Glasgow, St. Mungo's, Girls, and Evening - R.C. 3	- - -	- - -	18 1 9½	792 17 6
Glasgow, St. Patrick's - R.C. 3	- - -	- - -	- - -	129 10 0
Glasgow, St. Paul's - Par. 2	*660 0 0	1837	- - -	554 8 4
Glasgow, St. Peter's - Sess. 1	- - -	- - -	1 12 0	383 1 8
Glasgow, St. Peter's, Mixed - F.C. 4	- - -	- - -	11 13 4	1,967 17 6
Glasgow, St. Peter's, Female - F.C. -	- - -	- - -	4 11 8½	- - -
Glasgow, St. Peter's Mission - 2	- - -	- - -	- - -	0 3 4
Glasgow, St. Rollox - Undl. 2	- - -	- - -	7 10 0	325 3 4
Glasgow, The Bishop's - Epis. 12	- - -	- - -	16 15 4	796 18 4
Glasgow, The Bishop's, Infants - Epis. 12	- - -	- - -	- - -	18 10 0
Glasgow, Tron Parish - Sess. 1	- - -	- - -	4 6 10	71 12 6
Glasgow, Tron - F.C. 3	- - -	- - -	3 12 8	196 6 8
Glasgow, Well Park (East Miller Street) - F.C. 2	- - -	- - -	5 0 0½	188 5 10
Glasgow, Well Park (Ladywell Street) - F.C. -	- - -	- - -	5 0 0½	- - -

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LANARKSHIRE—cont.												
	£	s.	d.	£	s.	d.	£	s.	d.			
Glengivel - - - - -	G.A.	100	0	0	1841							
Gorbais, East, Territorial - - -	F.C.	3	-	-	-	26	12	9½	1,371	2	6	
Gorbais, Local Mission - - -	G.A.	200	0	0	1847							
Gorbais, Free Mission - - -	F.C.	4	-	-	-	-	-	-	56	0	0	
Gorbais, Youths - - - - -	Undl.	1	*600	0	0	1836	35	10	3¼	1,669	0	10
Govan - - - - -	F.C.	3	-	-	-	-	10	6	4	441	1½	2
Govan, Female Industrial - - -	3	-	-	-	-	-	-	-	-	27	10	0
Govan, Juvenile and Infants - -	G.A.	*350	0	0	1838							
Govan, Colliery - - - - -	Undl.	3	-	-	-	-	2	13	0½	12	15	0
Greengares - - - - -	G.A.	75	0	0	1840							
Hamilton, Orphan and Charity School	3	150	0	0	1852				209	13	4	
		380	0	0	1859							
Hamilton, Quarter Iron Works School	8	-	-	-	-	4	9	0	66	15	0	
Hamilton, St. John's - - - - -	F.C.	3	*600	0	0	1838	34	17	8½	1,646	8	4
		-	-	-	-	a24	10	0				
Hamilton, United Presbyterian School		-	-	-	-	2	13	0				
Jerviston - - - - -	G.A.	3	-	-	-	-	-	-	44	11	8	
Kelvinhaugh - - - - -	Sess.	1	466	0	0	1855	8	10	0½	265	1	8
Kilbride, East - - - - -	Par.	3	-	-	-	-	6	17	1¾	780	15	0
Kingston - - - - -	Sess.	7	200	0	0	1842	5	8	4	87	16	8
Lambhill, Day and Evening - - -	Sess.	2	-	-	-	-	2	18	5½	36	5	0
Lanark, Broomgate Institution		6	-	-	-	-	-	-	24	2	6	
School - - - - -	Undl.	3	*250	0	0	1840	6	6	4½	446	0	0
Lanark, Burgh School - - - - -	3	-	-	-	-	-	4	14	10½	317	3	4
Lanark, St. Leonard's, Subs. School	3	-	-	-	-	-	-	-				
Langloan Iron Works and Rosehall		4	-	-	-	-	-	-	16	16	8	
Colliery School - - - - -	Estab. Ch.	3	-	-	-	-	-	-	366	8	4	
Leadhills - - - - -	Par.	-	-	-	-	-	3	15	0			
Legbrancoek Iron Works - - -	F.C.	4	-	-	-	-	2	9	10	167	0	0
Lesmahagow - - - - -	7	150	0	0	1861	1	6	3	59	6	8	
Lesmahagow, Female Indust. School	G.A.	3	180	0	0	1851	-	-	449	6	8	
Maryhill - - - - -	F.C.	3	246	0	0	1850	3	1	11½	12	10	0
Maryhill - - - - -		-	-	-	-	-	a6	13	4			
Maxwelltown, Endowed - - - -	Undl.	3	150	0	0	1841	6	7	10	654	16	8
Monkland, New - - - - -	Par.	1	-	-	-	-	5	9	2½			
Monkland, Old - - - - -	Par.	3	-	-	-	-	12	10	0	315	0	0
Mossend Iron Works - - - - -	3	-	-	-	-	-	-	-	115	8	4	
Newton Colliery - - - - -	2	-	-	-	-	-	-	-	8	15	0	
Partick, Academy - - - - -	F.C.	3	173	0	0	1850	16	18	4½	149	11	8
Partick - - - - -	Sess.	8	660	0	0	1859	8	0	11	404	16	8
Port Dundas - - - - -	G.A.	60	0	0	1840				363	3	4	
Riggend - - - - -	Undl.	3	-	-	-	-	-	-	31	13	4	
Roberton, Female - - - - -	Estab. Ch.	3	191	6	0	1859	-	-	70	15	0	
Roughazie - - - - -	F.C.	3	201	10	0	1850	22	7	4½	1,245	0	10
Rutherglen - - - - -	Par.	-	-	-	-	-	8	6	0½			
Rutherglen, Burgh - - - - -	F.C.	4	-	-	-	-	2	2	0¾	99	8	4
Shotts - - - - -	R.C.	-	-	-	-	-	2	0	0			
Springburn - - - - -	3	-	-	-	-	-	-	-	133	15	0	
Springburn, Murdock's School -	Estab. Ch.	3	61	7	0	1859	4	0	9	266	8	4
Stane, Wilson's Endowed - - -	8	-	-	-	-	-	-	-	88	5	0	
Stanrigg, Colliery School - - -	F.C.	3	-	-	-	-	6	14	11½	260	15	0
Stonehouse - - - - -	Par.	3	-	-	-	-	3	6	8	135	1	8
Stonehouse - - - - -	8	-	-	-	-	-	2	9	5½	73	15	0
Stonelaw Colliery School - - -	F.C.	4	349	10	0	1857	2	13	4	141	15	0
Strathaven - - - - -	Sess.	155	0	0	1845							
Uddingstone - - - - -	F.C.	98	0	0	1859							
Uddingstone - - - - -	Estab. Ch.	3	332	0	0	1861	5	0	0	18	15	0
Whiteinch - - - - -	R.C.	-	-	-	-	-	2	5	8			
Wishaw - - - - -	Undl.	7	552	0	0	1857	15	14	11½	469	6	8
Wishaw, Public - - - - -	S.	3	-	-	-	-	-	-	5	0	0	
Wishaw, Simpson's Square - - -	8	-	-	-	-	-	5	8	5	37	10	0
Woodhall Colliery School - - -	3	-	-	-	-	-	5	11	1¼	167	15	0
Woodside, North, Female Indus. Sch.		2	-	-	-	-	9	7	5	197	2	6
Woodside, North, (St. George's Road) - - - - -	G.A.	2	-	-	-	-	12	4	2	408	19	2
Woodside, South - - - - -	F.C.	2	280	0	0	1843						

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LINLITHGOWSHIRE.							
	£	s.	d.	£	s.	d.	
Abercorn - - - - - F.C.	2	-	-	-	2	12 6	227 18 4
Armadale - - - - - G.A.		*34	0 0	1839			
Bathgate - - - - - Par.	4	-	-	-	5	0 0	178 10 0
Bo'ness, Infants - - - - - Undl.	4	-	-	-	-	-	175 0 0
Birnie - - - - - G.A.	4	-	-	-	-	-	81 5 0
Carriden - - - - - Par.	4	-	-	-	7 4	8 $\frac{3}{4}$	432 19 7
Durhamtown Miners' School - - - - - Par.	4	-	-	-	3 2	0 $\frac{1}{2}$	36 5 0
Ecclesmachan - - - - - Par.	4	-	-	-	4 10	0	159 15 0
Grangepans, Subscription - - - - - Undl.	4	242	0 0	1860	5 14	5	1,097 0 0
Greenhills, Boys - - - - - Par.	4	-	-	-	2 10	0 $\frac{1}{2}$	27 10 0
Kirkliston - - - - - F.C.	2	-	-	-	1 11	9	314 3 4
Linlithgow, Juvenile and Infants F.C.	3	127	0 0	1849	13 4	11 $\frac{1}{2}$	701 6 8
Linlithgow, Mrs. Douglas's Cot- tage - - - - - Par.	4	-	-	-	1 17	6	2 10 0
Longridge - - - - - Undl.		106	0 0	1860	1 17	2	
Mid-Calder, Female - - - - - F.C.	3	-	-	-	2 5	9	23 10 0
Queensferry, South Burgh - - - - - Undl.		-	-	-	-	-	210 7 6
Torphichen - - - - - F.C.	3	75	0 0	1849	3 2	0	7 0 0
Torphichen - - - - - Par.	4	75	0 0	1856	-	-	
Torphichen - - - - - Par.	4	-	-	-	3 14	10 $\frac{1}{4}$	187 10 0
Whitburn, Fauldhouse, Wilson's Endowed - - - - - Estab. Ch.	4	59	0 0	1861	2 10	3 $\frac{1}{2}$	67 6 8
Whitedalehead, Wilson's Endowed School - - - - -	4	20	13 4	1858	2 0	6	285 10 10
Winchburgh - - - - - Estab. Ch.	4	-	-	-	-	-	93 15 0
NAIRNSHIRE.							
Auldearn, Innes, Infants - - - - - F.C.	10	145	0 0	1842	5 14	11 $\frac{1}{2}$	185 1 8
Auldearn - - - - - Par.	4	-	-	-	1 0	0	12 14 2
Cawdor - - - - - F.C.		40	0 0	1849	2 1	8	
Cawdor - - - - -		25	0 0	1851	-	-	
Cawdor - - - - - Par.	7	-	-	-	2 16	8 $\frac{1}{2}$	147 5 0
Cawdor (at Clunes) - - - - - G.A.		30	0 0	1841	1 16	0 $\frac{1}{2}$	
Nairn - - - - - F.C.	10	150	0 0	1850	11 16	7 $\frac{1}{2}$	595 16 8
Nairn - - - - - G.A.	4	-	-	-	-	-	281 11 8
Nairn - - - - - Epis.	9	-	-	-	1 10	2 $\frac{1}{2}$	161 6 8
Nairn Monitory School - - - - -		*100	0 0	1837	-	-	
ORKNEY AND SHETLAND.							
Bressay - - - - - G.A.	7	-	-	-	-	-	90 7 6
Bressay - - - - - Par.	7	-	-	-	-	-	98 10 10
Harrray, Christian Knowledge Society's School - - - - -		-	-	-	1 14	0 $\frac{1}{2}$	
Kirkwall Grammar - - - - - Undl.	7	-	-	-	3 2	6 $\frac{1}{2}$	160 0 0
Lerwick - - - - - Par.	7	-	-	-	2 8	10	158 0 0
Orkney, St. Andrew's - - - - - G.A.		28	0 0	1840	-	-	
Papa Westray - - - - - F.C.		-	-	-	3 7	8	
Sabiston - - - - - G.A.	7	-	-	-	1 14	8 $\frac{1}{2}$	106 2 6
Sanday - - - - - F.C.	6	-	-	-	3 10	0 $\frac{1}{2}$	60 0 0
Sandwick - - - - - Par.	8	-	-	-	-	-	32 10 0
Skelwick, Society's - - - - - Estab. Ch.	7	-	-	-	-	-	181 13 4
Stornness, Congregational - - - - - F.C.	5	-	-	-	3 10	0	376 9 2
Westray Midbea (West Side) - - - - - G.A.		52	0 0	1846	-	-	
PEEBLES-SHIRE.							
Innerleithen - - - - - F.C.	2	-	-	-	-	-	121 8 4
Innerleithen - - - - - Par.	2	-	-	-	1 8	6	137 11 8
Linton, West - - - - - Epis.	12	-	-	-	-	-	200 11 8
Peebles - - - - - F.C.	2	109	0 0	1849	2 10	0	353 11 8
Peebles, Haly-Rudo - - - - - Estab. Ch.	12	137	5 0	1859	2 3	11 $\frac{1}{2}$	79 0 0
Skirling - - - - - Par.		-	-	-	2 14	1 $\frac{1}{2}$	



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	Amount.	Date of Payment.		
PERTHSHIRE.				
	£	s. d.	£ s. d.	£ s. d.
Abernyte - - - - - Par. 6	-	-	2 5 0	97 10 0
Aberuthven - - - - - F.C. 6	-	-	5 2 6½	157 3 4
Aberuthven, Subscription School - - - - - 6	-	-	2 18 4	8 15 0
Acharn - - - - - F.C. 8	-	-	2 15 2½	422 13 4
Aldclune, Female Industrial School - - - - - 6	-	-	-	6 13 4
Aldgernaig - - - - - G.A. 5	-	-	-	453 13 4
Almondbank - - - - - G.A. 6	-	-	1 4 8	309 6 8
Alyth - - - - - F.C. 8	60 7 0	1856	20 16 4½	719 0 0
Alyth - - - - - 163 15 6	-	1858	-	-
Alyth - - - - - Par. 6	-	-	5 1 3	116 17 6
Alyth, Girls' Industrial - - - - - G.A. 5	357 0 0	1856	11 6 8	449 10 0
Alyth, Female - - - - - Epis. 3	-	-	-	190 13 4
Amulree - - - - - F.C. 8	-	-	2 5 0½	192 10 0
Auchterarder - - - - - F.C. 5	-	-	-	135 17 6
Auchterarder, Sheddan's Charity - - - - - Undl. 5	190 0 0	1859	5 0 0	285 0 0
Auchterarder, Townhead Pres. - - - - - 6	393 0 0	1860	5 0 0	164 10 0
Balbeggie, Subscription - - - - - Undl. 6	-	-	-	28 15 0
Balgowan - - - - - Undl. 6	-	-	2 1 8	-
Birnam - - - - - F.C. 8	-	-	-	28 15 0
Blackford - - - - - F.C. 5	119 0 0	1849	8 8 11	208 15 0
" - - - - - 20 0 0	-	1856	-	-
" - - - - - 118 0 0	-	1858	-	-
Blair Atholl - - - - - Par. 5	-	-	9 6 7½	636 5 0
Blair Drummond - - - - - Ch. S. 3	-	-	-	107 5 0
Blairgowrie - - - - - F.C. 8	-	-	8 13 3½	1,061 1 8
Blairgowrie - - - - - Par. 5	-	-	7 10 0	632 0 0
Blairgowrie, St. Catherine's - - - - - Epis. 3	-	-	-	285 10 0
Blairgowrie, (Union Place) - - - - - Undl. 5	-	-	-	72 10 0
Blairingone - - - - - Estab. Ch. 3	115 0 0	1849	3 1 5½	137 16 8
" - - - - - 11 0 0	-	1857	-	-
Braco, Subscription School - - - - - Undl. 4	-	-	1 2 0	-
Breadalbane (Aberfeldy) - - - - - F.C. 8	-	-	7 14 0½	1,110 19 8
Bridge of Earn, Industrial - - - - - F.C. 5	50 0 0	1848	2 10 0	717 18 4
Callander - - - - - F.C. 5	-	-	-	1,105 2 6
Camaghowran - - - - - G.A. 5	-	-	1 12 0½	28 17 6
Cargill - - - - - Par. 6	-	-	-	22 10 0
Clunie - - - - - Par. 7	-	-	2 10 0	81 5 0
Collace - - - - - Par. 5	-	-	-	118 13 4
Comrie - - - - - Par. 6	-	-	-	3 15 0
Comrie - - - - - F.C. 8	100 0 0	1860	1 18 4	32 10 0
Comrie, Infant and Female Indust. S. - - - - - 4	150 0 0	1860	-	49 6 8
Craig Mill - - - - - F.C. 8	-	-	-	164 8 4
Cray - - - - - F.C. 10	-	-	1 6 8½	11 5 0
Crieff, Female Industrial - - - - - Estab. Ch. 6	-	-	2 10 0½	33 15 0
Crieff - - - - - F.C. 8	-	-	-	57 1 8
Crieff, St. Michael's - - - - - Epis. 3	-	-	2 4 2½	89 15 10
Crieff, Taylor's Institution - - - - - Undl. 6	-	-	2 5 9	354 15 0
" - - - - - a12 13 4	-	-	-	-
Culross, Parish and Burgh School - - - - - 6	-	-	3 16 10½	779 11 8
Culross, Geddes - - - - - Undl. 8	-	-	15 3 11½	645 5 0
Deanston Works - - - - - F.C. 5	-	-	8 6 8½	-
Doune - - - - - F.C. 5	245 1 7	1854	14 4 8	646 15 0
" - - - - - 170 0 0	-	1859	-	-
Dowally - - - - - Par. 6	-	-	4 15 10	-
Dull - - - - - Par. 6	-	-	-	53 2 6
Dunblane - - - - - F.C. 5	-	-	6 16 8½	447 7 6
Dunblane, St. Mary's - - - - - Epis. 3	-	-	-	183 6 8
Dunblane - - - - - Par. 6	-	-	13 5 8½	487 5 0
Dunkeld (Duchess of Atholl's Industrial School) - - - - - 5	-	-	6 18 5½	240 0 0
Dunkeld, Little - - - - - Par. 6	-	-	-	100 0 0
Dunkeld, Royal - - - - - Estab. Ch. 5	-	-	4 4 3	362 16 8
Dunning - - - - - F.C. 4	-	-	3 19 0	46 8 4
Dunning - - - - - Par. 6	-	-	-	46 10 0
Dunning, Female School - - - - - 6	-	-	-	2 10 0
Errol - - - - - F.C. 4	-	-	3 19 10½	649 10 10
Erroll, Female Industrial - - - - - Estab. Ch. 5	470 0	1856	6 1 6½	184 11 8

a Scientific apparatus.

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		Amount.	Date of Payment.		
PERTHSHIRE—cont.					
Forgandenny, Path of Condie	- G.A.	£ 30 0 0	1840		
Gartmore School of "Industry	- "	10 0 0	1850		
	Estab. Ch. 6				
Gartmore	- F.C. 5	86 0 0	1848	1 13 4½	10 16 8
Gilmerton	- G.A.	*80 0 0	1839		89 16 8
Greenloaning, Subscription	- 5				47 10 0
Inchture	- Par. 6			6 11 7	448 6 8
Innerpeffray	- Epis. 6			1 13 4	
Killichonan	- G.A. 6				138 15 0
Killin	- F.C. 8				49 11 8
Killin Parish School	- 5			2 5 10½	100 16 8
Kilmadock	- Par. 6				148 10 0
Kiltyrie	- F.C. 8			2 15 7	150 15 0
Kinbuck, Village	- G.A. 6			2 1 8½	175 2 6
Kincardine and Tulliallan Educa- tional Association School	- 6				75 0 0
Kincardine, Subscription	- F.C. 8	200 0 0	1841		51 13 4
	- "	100 0 0	1841		
Kincardine on Forth (Baroness Keith's)	Undl. 6				390 11 8
Kincardine (in Monteith)	- Par. 5				276 6 8
Kinfauns	- F.C. 4			6 13 4½	271 18 4
Kinloch Rannoch, Parliamentary School	- 5	*100 0 0	1839		85 0 0
Kinnaird	- Par. 6			5 3 5½	419 15 0
Kinnoull	- Par. 6			13 13 7	213 5 0
Kirkmichael	- Par. 6				45 0 0
Kirkmichael	- F.C. 8			3 0 0½	209 11 8
Lawers	- F.C. 8				23 15 0
Loch Earn Head	- F.C. 8			1 17 6½	309 0 0
Loch Earn Head	- G.A. 6				197 18 4
Logie	- Par. 3			1 2 9½	127 10 0
Logierait	- F.C. 8				150 16 8
Martins, St.	- Par. 6			2 1 8½	
Meikleour	- Sess. 6			1 12 1	130 15 0
Methven	- Par. 6			1 4 8	78 18 4
Methven	- F.C. 8	74 0 0	1848	4 18 3½	288 8 4
Methven, United Presbyterian	- 7				293 10 0
Monzievaird and Strowan	- Par. 6	130 0 0	1860	6 12 4	378 15 0
	- "			12 13 4	
Moulin	- Par. 7				302 15 0
Muchart	- Par. 6				89 11 8
Muthill	- F.C. 8	151 0 0	1850	3 8 4	239 10 0
Perth, Cathedral, Free	- Epis. 3				14 15 10
Perth, East Parish, Congregational	- "			16 13 0½	922 1 0
	- "			12 13 4	
Perth, East Parish, Female Indus- trial School	- 6				201 8 2
Perth, Infant	Undl. 6	*150 0 0	1837	5 9 7	831 15 0
Perth (Ladies) House of Refuge	- 10			1 13 4	445 14 1
Perth, Middle Parish	- Sess. 5	*600 0 0	1839	3 13 8	870 5 0
Perth, New Row	Undl. 6	*200 0 0	1837	2 15 5	860 10 0
Perth, Sharpe's Trust Educational Institution	- 4				17 10 0
Perth, St. John's	- R.C. 4	528 8 0	1861	12 1 8	86 10 0
Perth, St. Leonard's	- F.C. 4			5 6 7½	806 10 0
Perth, St. Ninian's	- Epis. 3				159 18 4
Perth Boys' School of Industry	- 6			1 3 1½	73 2 11
Perth, Female Reformatory	- "			1 3 4	
Perth, Knox's Territorial	- F.C. 4	297 0 0	1860		454 1 8
Perth (Stewart's), Free Trades' Sch.	- 6			12 0 10½	436 15 0
Perth, Watergate	Undl. 6	*200 0 0	1837	10 14 0½	1,119 11 8
	- "	105 0 0	1857		
Perth, West Church	- Sess. 6	*500 0 0	1833	3 15 5½	309 3 4
Perth, West Church	- F.C. 4	320 0 0	1849	23 10 7½	1,774 0 0
	- "			13 1 0	
Pitcairn "Green," Congregational	- F.C. 4			5 16 5½	259 0 0
Pitlochry	- G.A. 5	89 0 0	1850		578 18 4
Port Monteith	- Par. 7				22 10 0

a Scientific apparatus.

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PERTHSHIRE--cont.					
Rattray - - - - -	Par. 5	£ s. d.		£ s. d.	£ s. d.
Ruskie - - - - -	G.A. 5	*43 0 0	1839	- - -	149 8 4
Ruthvenfield - - -	Estab. Ch. 6	- - -	- - -	1 5 10	11 0 0
Scone, Congregational	F.C. 2	- - -	- - -	6 3 7½	356 10 0
Stanley, Auxiliary -	Par. 5	- - -	- - -	3 7 10½	77 12 6
Stanley - - - - -	F.C. 4	110 0 0	1849	9 6 7½	604 9 2
" - - - - -	- - -	31 2 0	1855	- - -	- - -
Strathbrand - - -	F.C. 8	90 0 0	1849	3 9 2	266 13 4
Strathlock - - -	G.A. 6	- - -	- - -	- - -	240 5 0
Strone of Cally - -	G.A. 6	104 17 10	1859	1 14 8½	124 5 0
Strowan, Society's -	G.A. 6	- - -	- - -	6 1 2	254 3 4
Tenandry - - - - -	Par. 5	*33 0 0	1840	- - -	- - -
Thornhill - - - - -	G.A. 3	- - -	- - -	1 10 0	90 0 0
Thornhill, Easter Subscription	Undl. 3	- - -	- - -	3 9 2	164 6 8
Tomcraggach - - -	G.A. 4	- - -	- - -	1 0 10½	- - -
Trinity Gask - - -	Par. 6	- - -	- - -	2 11 3	256 0 0
Tulliallan - - - -	Par. 6	- - -	- - -	- - -	285 0 0
Tullibardine - - -	G.A. 6	- - -	- - -	2 0 11½	89 18 4
Woodside - - - - -	F.C. 4	- - -	- - -	5 15 7½	146 5 0
RENFREWSHIRE.					
Barrhead - - - - -	G.A. 8	- - -	- - -	5 6 8½	- - -
Barrhead - - - - -	R.C. 8	- - -	- - -	4 11 8½	68 16 7
Bishopton - - - - -	F.C. 4	- - -	- - -	2 0 0½	97 15 0
Bridge of Weir - - -	G.A. 4	*375 0 0	1840	- - -	- - -
Busby, Day and Evening	Undl. 2	- - -	- - -	10 3 3	584 19 2
Cathcart - - - - -	Par. 3	- - -	- - -	7 11 3	474 4 6
Crossmyloof Subscription School	7	- - -	- - -	2 0 0	136 3 4
Eaglesham, Female Industrial	Sess. 8	164 0 0	1859	- - -	54 0 0
Eaglesham - - - - -	Par. 8	- - -	- - -	- - -	21 5 0
Eastwood - - - - -	Par. 8	- - -	- - -	9 5 2½	205 10 0
Gourock - - - - -	F.C. 4	- - -	- - -	- - -	221 10 0
Gourock, Infant - -	5	- - -	- - -	- - -	2 10 0
Greenock, East - - -	Epis. 12	- - -	- - -	- - -	718 14 2
Greenock, Ann Street -	Sess. 2	- - -	- - -	3 7 0	84 9 2
Greenock, Female Sch. of Industry	2	- - -	- - -	- - -	30 10 0
Greenock, Free Middle Church	District Mission	- - -	- - -	- - -	- - -
Greenock, Gaelic Church -	Sess. 5	- - -	- - -	3 10 0	5 0 0
Greenock, Gaelic Church, Female	Industrial	- - -	- - -	- - -	37 10 0
Greenock (Highlanders' Academy)	Undl. 4	*600 0 0	1837	4 11 8	81 18 4
" - - - - -	G.A. 4	550 0 0	1843	22 6 6½	397 16 8
Greenock, Middle Parish -	G.A. 4	*120 0 0	1839	- - -	- - -
Greenock, Ragged School -	4	1,000 0 0	1858	2 6 9½	467 12 8
Greenock, St. Andrew's -	G.A. 4	*190 0 0	1837	- - -	- - -
Greenock, St. John's West -	Epis. 12	*80 0 0	1839	2 4 3	74 10 0
Greenock, St. Mary's - -	R.C. 4	- - -	- - -	- - -	28 6 8
Greenock, South Parish -	G.A. 4	*200 0 0	1837	- - -	- - -
Househill, Endowed - -	G.A. 2	- - -	- - -	6 13 3½	392 15 0
Houston - - - - -	F.C. 4	218 0 0	1850	12 11 7½	677 0 10
Houston and Killellan	Par. 2	- - -	- - -	3 7 11½	492 6 8
Hurlet and Nitshill	Public School	- - -	- - -	- - -	- - -
Inkerman - - - - -	Estab. Ch. 7	777 0 0	1861	6 10 0	79 16 8
Johnstone Ragged School -	F.C. 4	- - -	- - -	3 9 2	27 18 4
Kilbarchan, Female - -	Undl. 2	205 4 0	1861	- - -	- - -
Kilbarchan - - - - -	Par. 3	- - -	- - -	- - -	214 0 0
Kilmalcolm - - - - -	Par. 8	- - -	- - -	- - -	60 13 4
Ladyburn, Subscription -	F.C. 4	- - -	- - -	3 0 11½	110 15 0
Linwood Subscription School	2	- - -	- - -	2 10 0½	260 7 6
Lochwinnoch - - - - -	Par. 1	- - -	- - -	2 17 11	36 15 0
Lochwinnoch, Howwood School	- - -	318 0 0	1861	3 9 2½	346 15 0
Lochwinnoch, Female Industrial	1	- - -	- - -	4 9 7½	- - -
Mearns - - - - -	Par. 2	- - -	- - -	3 19 2½	225 15 0
Nitshill - - - - -	R.C. 8	- - -	- - -	- - -	541 15 10
Oswald - - - - -	F.C. 3	- - -	- - -	- - -	36 8 2
				6 11 4	195 16 8



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	Amount.	Date of Payment.		
RENFREWSHIRE—cont.				
	£ s. d.		£ s. d.	£ s. d.
Paisley, Abbey Parish, Newtown Dist. Par. 3	- - -	- - -	10 1 4	380 13 4
Paisley, Abbey Parish, Cardonald Sch. 3	- - -	- - -	a9 13 4	- - -
Paisley, Abbey (The Dickson School) 3	50 0 0	1849	- - -	124 10 0
Paisley, Abbey Parish (Quarrelton) School - 3	- - -	- - -	- - -	316 1 8
Paisley (Carbrook Street) - Sess. 3	*700 0 0	1836	3 16 0	213 3 4
Paisley (Causeyside Street) - Sess. 1	- - -	- - -	1 8 0	717 19 2
Paisley, Free High Church Congregational - F.C. 4	- - -	- - -	- - -	539 11 8
Paisley (George Street) - Sess. 3	240 0 0	1861	9 0 11	97 1 8
Paisley, Hunter Street, Female Industrial - 2	- - -	- - -	1 10 4	460 8 4
Paisley (Neilson) Educational Institution - 1	- - -	- - -	a24 8 0	23 8 4
Paisley, Newtown, Infants - G.A. 2	150 0 0	1841	5 1 9	1,399 15 0
Paisley, Miss Stowe's School for Moral and Industrial Training - 4	359 0 0	1854	11 10 1	178 4 2
Paisley, Ragged School - Undl. 2	- - -	- - -	2 16 8	821 8 4
Paisley, Ragged, and Industrial Reformatory - 2	- - -	- - -	- - -	10 15 0
Paisley, St. George's - F.C. 4	- - -	- - -	3 5 0	843 11 0
Paisley (Stevenson Street) - F.C. 4	216 0 0	1848	7 2 8	- - -
Pollokshaws, Industrial - Undl. 3	583 0 0	1857	10 13 4½	64 15 0
Pollokshaws, Burgh - Undl. 2	128 0 0	1861	- - -	259 16 8
Port Glasgow, Female Industrial G.A. - 2	- - -	- - -	2 10 0	619 3 11
Port Glasgow, Burgh School - 2	- - -	- - -	6 9 10½	- - -
Port Glasgow, New Parochial - 400 0 0	1841	3 13 4	- - -	22 0 0
Port Glasgow, " " - Epis. 12	150 0 0	1845	5 5 4½	- - -
Port Glasgow, Industrial - 1	- - -	- - -	- - -	284 18 4
Port Glasgow, Juvenile - F.C. 4	- - -	- - -	- - -	230 8 4
Renfrew, Grammar and Blythswood Testimonial School - 2	- - -	- - -	4 15 10	288 13 4
Renfrew, Old Burgh, Boys (High Street) - 2	- - -	- - -	4 7 8½	- - -
Renfrew, Old Burgh, Female (Fullbar Street) - Undl. 2	- - -	- - -	1 10 0	250 11 8
Seedhills - Sess. -	- - -	- - -	1 3 4	102 0 0
Thornliebank - S. 7	- - -	- - -	- - -	- - -
Titwood Colliery - Undl. -	- - -	- - -	2 11 7	7 10 0
Undercraig Estab. Ch. School - 2	- - -	- - -	2 1 8½	- - -
Uplamoor, Public School - 3	- - -	- - -	4 0 5	101 7 6
ROSS AND CROMARTY SHIRES.				
Achadesdale - F.C. -	90 0 0	1850	- - -	- - -
Achnagait - G.A. 5	- - -	- - -	- - -	365 8 4
Alness - F.O. 6	- - -	- - -	- - -	83 15 0
Ardross - F.C. 6	- - -	- - -	1 10 0	35 10 0
Arpafellie - Epis. 9	- - -	- - -	- - -	121 13 4
Aultbea - G.A. 5	- - -	- - -	- - -	99 17 6
Bridgend of Alness - F.C. 6	- - -	- - -	- - -	16 5 0
Bualnalup - F.C. -	- - -	- - -	1 9 11½	- - -
Conon - F.C. 6	- - -	- - -	- - -	329 3 4
Contin - Par. 5	- - -	- - -	- - -	64 10 0
Cromarty - F.C. 6	95 10 0	1852	11 18 9½	547 9 2
Cromarty - Par. 5	- - -	- - -	- - -	62 0 0
Culish - F.C. 3	- - -	- - -	2 18 8	274 9 2
Cullindadden - F.C. 6	- - -	- - -	5 14 1½	490 6 8
Dibag - F.C. -	- - -	- - -	1 16 4	- - -
Dingwall - F.C. 6	- - -	- - -	22 18 8	722 10 0
Drum-an-Darach School - F.C. -	- - -	- - -	2 0 0½	- - -
Edderton - F.C. 6	- - -	- - -	3 6 8	432 0 0
Ferrintosh - F.C. 6	90 0 0	1849	2 1 8½	97 1 8
Gairloch - Par. 9	- - -	- - -	- - -	68 15 0
Highfield - Epis. 8	- - -	- - -	- - -	320 5 0
Inverasdale - F.C. 6	- - -	- - -	- - -	17 10 0

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	ANNUAL GRANTS.
	Amount.	Date of Payment.		
ROSS AND CROMARTY SHIRES— cont.				
Invergordon - - - - F.C. 6	£ 133 0 0	1847	£ 3 5 9½	£ 574 6 8
Jeminaville - - - - F.C. 6	- - - -	- - - -	- - - -	25 0 0
Killearnan - - - - F.C. 6	- - - -	- - - -	8 4 2	549 3 4
Kilmuir Easter - - - - Par. 5	- - - -	- - - -	- - - -	303 17 6
Kincardine - - - - Par. 10	- - - -	- - - -	- - - -	327 15 0
Kincardine, Congregational - F.C. 6	- - - -	- - - -	- - - -	207 10 0
Knockbain - - - - Par. 5	- - - -	- - - -	6 0 10½	628 19 2
Laid, Parliamentary School - - -	- - - -	- - - -	4 4 0½	- - - -
Logic Easter - - - - Par. -	- - - -	- - - -	1 9 10	- - - -
Maryburgh - - - - F.C. 6	295 0 0	1860	- - - -	40 5 0
Mossfield, Gaelic Association School - 5	- - - -	- - - -	- - - -	147 5 0
Muirton - - - - G.A. 8	- - - -	- - - -	1 10 0	48 15 0
Openham - - - - F.C. -	- - - -	- - - -	1 19 0½	- - - -
Plockton - - - - F.C. 6	- - - -	- - - -	5 0 0½	98 16 8
Pool Ewe, Agricultural School - - -	90 0 0	1850	1 10 0	- - - -
Rosemarkie - - - - F.C. 5	100 0 0	185½	4 0 0	214 3 4
Stornoway, Female, Educational and Industrial - - - - Undl. 8	- - - -	- - - -	- - - -	150 6 8
Stornoway - - - - G.A. 8	- - - -	- - - -	- - - -	167 15 0
Stornoway - - - - F.C. 8	159 0 0	1852	8 0 4½	721 14 2
Strathconan, Lady Balfour's - - -	- - - -	- - - -	- - - -	34 0 0
Tain - - - - F.C. 6	- - - -	- - - -	3 15 0	230 16 8
Tarbat - - - - F.C. 6	- - - -	- - - -	6 7 4	421 0 0
Ullapool - - - - F.C. 6	87 0 0	1851	7 0 8½	191 5 0
" - - - - "	100 0 0	1860	- - - -	- - - -
ROXBURGHSHIRE.				
Bowden - - - - Par. 12	- - - -	- - - -	- - - -	74 3 4
Fairnington - - - - G.A. 12	60 0 0	1848	- - - -	148 10 0
Galashiels - - - - Epis. 12	- - - -	- - - -	- - - -	219 0 10
Galashiels - - - - R.C. 2	- - - -	- - - -	3 6 7½	254 8 4
Gattonside, Village School - - -	123 0 0	1857	5 10 0½	- - - -
Hawick, St. Cuthbert's - - - - Epis. 12	- - - -	- - - -	2 3 7½	350 13 4
Hawick Elementary Parish Sch. - 12	- - - -	- - - -	- - - -	16 10 0
Hawick and Wilton, Boys and Girls Industrial School - - -	685 14 4	1859	- - - -	- - - -
Jedburgh, St. John's - - - - Epis. 12	269 9 6	1858	10 13 9½	677 19 2
" - - - - " - - -	10 0 0	1859	- - - -	- - - -
Jedburgh, Infant - - - - G.A. 12	- - - -	- - - -	- - - -	99 13 4
Jedburgh - - - - Sess. 12	- - - -	- - - -	- - - -	20 16 8
Jedburgh, United Burgh - - - - Par. 12	- - - -	- - - -	- - - -	73 11 8
Longnewton, (Ancrum) Endowed - 12	- - - -	- - - -	- - - -	28 15 0
Melrose, Congregational - - - - F.C. 2	- - - -	- - - -	6 9 11½	484 7 6
Melrose - - - - Par. 12	- - - -	- - - -	5 8 5	161 10 0
Newmills - - - - S. 12	- - - -	- - - -	- - - -	17 10 0
Roxburgh - - - - Par. 12	- - - -	- - - -	- - - -	32 15 0
Smallholm - - - - F.C. 2	- - - -	- - - -	2 10 0	235 16 8
Wilton (Hope Park) - - - - Epis. 12	- - - -	- - - -	- - - -	122 1 8
Yetholme, Kirk - - - - G.A. 12	80 0 0	1843	2 12 6	259 11 8
" - - - - " - - -	37 0 0	1856	- - - -	- - - -
Yetholme (Town) Girls' School - 12	66 0 0	1847	2 16 8½	175 18 4
" - - - - " - - -	27 0 0	1856	- - - -	- - - -
SELKIRKSHIRE.				
Gala, Subscription - - - - Undl. 12	200 0 0	1848	- - - -	743 10 0
Galashiels (High Street) - - - - Par. 12	- - - -	- - - -	- - - -	592 10 0
Galashiels, St. Peter's - - - - Epis. -	450 0 0	1860	3 15 1½	- - - -
STIRLINGSHIRE.				
Airth - - - - Par. 3	- - - -	- - - -	4 0 0½	136 6 8
Alva, Girls - - - - Undl. 4	- - - -	- - - -	- - - -	2 10 0
Alva, Infant - - - - G.A. 4	116 10 0	1841	- - - -	80 3 4

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		Amount.	Date of Payment.		
STIRLINGSHIRE— <i>cont.</i>					
Alva, Subscription - - - Undl.	3	£ 140 0 0	1843	£ 1 12 6½	£ 155 11 8
" " " " - - - " - - -		57 0 0	1858		
Auchenbowie and Plean School - - -	4	- - -	- - -	2 7 1½	3 15 4
Bainsford, Self-supporting - Undl.	3	- - -	- - -	20 0 10½	406 14 4
Bannockburn, Subscription - Undl.	3	- - -	- - -	5 0 0	413 0 0
Bannockburn - - - F.C.	8	- - -	- - -	- - -	15 0 0
Banton, Subscription School - - -		40 0 0	1841		
Bonnybridge, Subscription - - -		- - -	- - -	2 6 11	
Bridge of Allan - - - F.C.	4	- - -	- - -	2 14 0½	409 6 8
Brighton in Polmont - - - F.C.		143 0 0	1849	1 16 4½	
" " " " - - - " - - -		82 10 0	1858		
Bucklyvie, Subscription School - - -		- - -	- - -	3 5 4½	
Carronshore - - - G.A.	3	*190 0 0	1839	- - -	72 0 0
Dalmaly - - - Sess.	3	110 0 0	1858	1 16 9½	106 13 4
Denny - - - Par.	3	- - -	- - -	- - -	571 1 8
Drymen, Industrial - - -	3	- - -	- - -	2 19 0	90 0 0
Dunnipace - - - F.C.	4	- - -	- - -	6 6 8½	306 6 8
Falkirk - - - F.C.	4	297 16 8	1854	4 17 0½	544 10 0
Falkirk - - - Par.	3	- - -	- - -	10 15 11½	306 0 0
Falkirk, Ragged and Industrial - - -	3	- - -	- - -	- - -	47 18 11
Falkirk, St. Francis - - - R.C.	2	- - -	- - -	1 16 7½	272 8 4
Fintry - - - Par.	3	- - -	- - -	- - -	110 0 0
Fintry, Female - - - Par.		- - -	- - -	- - -	7 10 0
Gargunnoch - - - Par.	3	- - -	- - -	1 13 4	58 15 0
Grangemouth, Subs. - Undl.	3	- - -	- - -	9 8 3¾	393 3 4
Haggs - - - G.A.	3	*80 0 0	1837	- - -	119 5 0
" " " " - - - " - - -		33 0 0	1840		
Hurlet and Campsie Alum Com- pany's - - - Undl.	3	- - -	- - -	- - -	100 6 8
Killearn - - - F.C.	4	- - -	- - -	- - -	107 0 0
Kilsyth, Female - - - G.A.	3	- - -	- - -	1 1 4	249 8 4
Kippen - - - F.C.	5	106 13 7	1859	2 7 0	94 8 4
Kirklane - - - F.C.	4	- - -	- - -	2 13 4	161 10 10
Larbert - - - F.C.	3	130 0 0	1850	19 14 2	360 10 0
Larbert - - - Par.	3	- - -	- - -	8 5 5½	588 1 8
Larbert Village - Estab.Ch.	3	207 0 0	1858	- - -	165 11 8
Lennoxtown, New Subscrip- tion Sch. - - - Estab.Ch.	3	*280 0 0	1839	- - -	47 0 0
Lennoxtown Oswald - - - Estab.Ch.	4	288 0 0	1859	- - -	33 15 0
Milngavie, Subs. - - -	3	- - -	- - -	- - -	13 15 0
Plean, East, Subs. - - -	3	- - -	- - -	- - -	16 5 0
Polmont, Female School - - -	3	- - -	- - -	- - -	60 11 8
Polmont - - - Par.	3	- - -	- - -	- - -	117 19 2
Polmont - - - F.C.	4	- - -	- - -	- - -	506 11 8
Redding - - - G.A.	3	- - -	- - -	- - -	322 8 4
St. Ninian's - - - Par.	3	- - -	- - -	- - -	298 5 0
Slamannan - - - Par.		- - -	- - -	3 6 8	
Slamannan - - - F.C.	3	180 0 0	1854	9 4 3	360 9 2
" " " " - - - " - - -		- - -	- - -	a8 6 8	
Stirling (Murray Place), Infants Undl.	4	- - -	- - -	7 2 4	350 18 4
Stirling - - - Epis.	3	- - -	- - -	4 19 9	336 0 0
Stirling, Allan's - - - Undl.	3	- - -	- - -	15 8 4	481 5 10
Stirling Reformatory - - -	2	- - -	- - -	- - -	259 18 0
Stirling, St. Mary's - - - R.C.	4	- - -	- - -	5 0 0	335 10 0
Strathblane School of Industry - - -	3	- - -	- - -	- - -	24 10 0
Tillicoultry - - - F.C.	8	- - -	- - -	- - -	61 5 0
SUTHERLANDSHIRE.					
Armadale - - - G.A.		- - -	- - -	- - -	185 0 0
Altass-Roschall - - - F.C.		- - -	- - -	2 3 4½	
Backies - - - G.A.	6	- - -	- - -	- - -	42 10 0
Brora - - - G.A.	6	- - -	- - -	1 11 1	200 8 4
Clyno - - - F.C.	6	- - -	- - -	9 5 10½	389 10 10
Clyne - - - Par.	6	- - -	- - -	1 17 6	182 8 4
Creich - - - Par.	6	- - -	- - -	1 18 9½	656 8 4
Creich, Congregational - - - F.C.	5	- - -	- - -	5 18 4	335 3 4
Dalnabreac - - - G.A.	6	- - -	- - -	- - -	137 2 6
Doll School - - -		- - -	- - -	1 1 0	

α Scientific apparatus.



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SUTHERLANDSHIRE— <i>cont.</i>				
	£	s. d.	£	s. d.
Dornoch - - - - - F.C. 5	-	-	5 18 0½	411 13 4
Dornoch - - - - - Par. 6	-	-	2 1 1	431 17 6
Durine - - - - - G.A. 6	-	-	12 11 0	333 15 10
Durness, Congregational - - - F.C. 6	-	-	3 6 7½	78 6 8
Eddrachilles (Scourie) - - - F.C. 5	-	-	2 5 10½	116 5 0
Embo - - - - - F.C. 5	-	-	2 5 0	19 11 8
Golspie - - - - - F.C. 5	-	-	-	414 16 8
Golspie - - - - - Par. -	-	-	9 4 0	189 6 8
Helmsdale - - - - - F.C. 6	-	-	2 10 9	321 5 10
Kildonan - - - - - Par. 6	-	-	4 0 10½	442 3 4
Kinloch Cervie - - - - - Par. 6	-	-	-	29 3 4
Knockarthur - - - - - G.A. 8	-	-	-	86 5 0
Lairg Gruids - - - - - G.A. -	-	-	-	51 5 0
Lochinver - - - - - G.A. 6	-	-	-	41 10 0
Loth - - - - - Par. 6	-	-	1 12 6	167 5 0
Melvich - - - - - G.A. 8	-	-	-	76 5 0
Port Gower - - - - - G.A. 6	-	-	-	53 15 0
Proney-Croy - - - - - G.A. 6	-	-	-	42 18 4
Rogart - - - - - Par. 6	-	-	-	82 5 0
Rogart (Culdrean) - - - - - F.C. 6	-	-	2 18 4	98 8 4
Rogart (Torbreck) - - - - - F.C. 5	-	-	-	37 1 8
Skerray - - - - - G.A. 8	-	-	-	43 10 0
Skerray - - - - - F.C. 6	-	-	-	22 15 0
Skibo - - - - - G.A. 6	-	-	-	313 15 0
Stoer - - - - - F.C. -	-	-	1 3 0	-
Strathalladale - - - - - G.A. 8	-	-	-	58 15 0
Strath of Tongue - - - - - F.C. -	-	-	2 18 2	-
Talmine - - - - - G.A. -	-	-	-	73 15 0
WIGTONSHIRE.				
	£	s. d.	£	s. d.
Ardwell, Female - - - - - Par. -	-	-	2 10 0½	-
Cairn Ryan - - - - - F.C. 12	-	-	1 0 0½	35 0 0
Cairn Ryan - - - - - G.A. 12	-	-	-	45 5 0
Challock (Newton Stewart) - - - 11	-	-	1 3 4	152 10 0
Drochduil, Subscription - - - 11	-	-	1 13 4	53 10 0
Dunksey (Mrs. Hunter Blair's School) - - - - - 12	b.	-	-	9 3 4
Enoch (Portpatrick) - - - - - G.A. 12	60 0 0	1843	2 4 0½	160 16 8
Garlieston, Pier Cottage, Countess of Galloway's - - - S. 4	-	-	-	34 5 0
Glasserton - - - - - Par. 11	-	-	6 3 3½	114 0 0
Glenluce - - - - - Par. 12	-	-	4 10 0	269 12 6
Glenluce - - - - - F.C. 11	-	-	3 9 3½	318 5 10
Glen of Luce - - - - - Estab. Ch. 11	238 10 0	1859	3 15 0½	26 13 4
Grange and Killiemore District - Undl. 11	-	-	-	6 5 0
Inch - - - - - F.C. 11	-	-	-	579 12 6
Kirkmaiden - - - - - F.C. 11	-	-	1 12 6	472 11 8
Labrax - - - - - G.A. -	90 0 0	1846	-	-
Leswalt - - - - - F.C. 11	-	-	4 7 4½	402 5 0
Portpatrick - - - - - F.C. 11	-	-	2 10 0½	237 17 6
Port William, Sir William Maxwell's - - - - - 11	-	-	-	125 8 4
Sorbie - - - - - F.C. 12	-	-	3 12 3	189 1 10
Sorbie - - - - - Par. 11	-	-	-	121 0 0
Stonykirk - - - - - F.C. 11	-	-	-	13 15 0
Stranraer - - - - - F.C. 11	138 15 0	1852	19 2 6½	845 0 10
Stranraer, Academy - - - - - 465 0 0	1845	-	-	-
Stranraer Industrial - - - - - Undl. 11	-	-	-	394 12 5
Stranraer, Penny-a-Week Parochial School - - - - - -	-	-	5 9 6½	-

a Scientific apparatus.

b School has ceased to exist.

LONDON:

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For Her Majesty's Stationery Office.





- 19 Schools in poor districts.
- 20 The State School.
- 21 The work suddenly, a wife.
- 22 The meaning of the word.
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